

Northwest Prep Charter School

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

Approved by the
Governing Board on
January 14, 2026



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Northwest Prep Charter School
Street	2590 Piner Rd
City, State, Zip	Santa Rosa
Phone Number	7075223320
Principal	Adam Napoleon
Email Address	anapoleon@pousd.org
School Website	https://northwestprep.pousd.org/
Grade Span	
County-District-School (CDS) Code	49-70870-0106344

2025-26 District Contact Information

District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Tony Roehrick, Ed.D.
Email Address	troehrick@pousd.org
District Website	www.pousd.org

2025-26 School Description and Mission Statement

School and Program Description

Northwest Prep is a dependent charter school of the Piner-Olivet Union School District. The vision of the district is, "Inspiring joyful and innovative learning in an ever-changing world." The mission of the district is, "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional and social growth."

Northwest Prep Charter School (NWP), located in the Piner-Olivet Union School District in Santa Rosa, Ca, serves approximately 150 students and is made of two distinct programs: a 7-12 Project-based Learning program and a K -12 Homestudy program. Each has been designed to allow for students' academic success outside traditional academic and pedagogical settings. The two distinct programs have been coming together over the past years with a clear connection between students and staff in both programs.

Northwest Prep's Vision Statement:

Northwest Prep Charter School (NWP) is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents, and students. NWP is a place where we grapple with the interconnectedness of academic content, develop social and emotional awareness, and explore social and environmental justice to forge independent thought, cooperative relationships, and meaningful, constructive solutions.

Northwest Prep's Mission Statement:

Northwest Prep commits to providing positive, meaningful, and rigorous learning experiences that promote the intellectual, social, physical, and creative development of all students. 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 pursue professional

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careers of their choosing effectively

Both NWP programs support effective instructional practices that provide our students with a child-centered, standards-based education that also incorporates our six leadership skills of Personal Integrity, Productive Collaboration, Critical and Creative Thinking, Effective Communication, Reflective Learning, and Resiliency and Drive, leading to our all-encompassing focus on Citizenship and Global Responsibility. The school's classroom instruction is aligned with California Common Core and English Language Development standards and assessments. With open communication between the school and the community, strong support from parents, and clearly defined educational goals, we believe that all children will have the opportunity to meet their full potential and be productive members of society.

NWP employs more than 18 staff members, including a full-time principal, 11 certificated teachers including an RSP teacher, a 1.0 FTE school counselor. Northwest Prep also employs 7 classified employees including a .2 FTE outreach worker/translator, 3 program assistants, plus substitutes, and others. NWP provides its employees with extensive professional development opportunities each year. This year, opportunities include English Language Learner training, Project Based Learning PD, and CPR certification. In addition, 5 professional development days are spread throughout the year and are also used to refine our PBL and Homestudy programs/curriculum, assessment systems, and more.

The staff at Northwest Prep is dedicated to empowering each student to become an active, independent, self-actualized individual who can take charge of their personal and academic growth, and effectively pursue their interests and ambitions after high school. As with many small schools, the entire staff at Northwest Prep serves as the Leadership Team, and as such, carefully monitors the progress of each student. To best serve the students at Northwest Prep, NWP's students, staff, and parents are active participants in a truly collective endeavor focused on instilling in students a desire to develop successful habits of mind and an appreciation for the importance of continuing education. The Northwest Prep staff works hard to develop strong positive relationships and a culture of appreciation, trust, and respect within the entire school community.

Our Homestudy program supports 50 students and is a K-12 educational alternative supporting an at-home learning environment. The program allows for personalized learning and day-to-day support provided by district-certified classroom and specialized teachers, vetted Common Core and UC A-G curriculum and materials, as well as other resources and supports tailored to the individual student. The program can accommodate students with various learning styles as teachers work with students and adults to customize curriculum and materials that work best for each. Teachers can respond to the needs of each student by switching materials (both traditional and computer-based options are available), adding additional on-campus support, and more. This unique program allows students to design their schedules while adhering to strict assignment completion and teacher meeting mandates outlined in program contracts. Tiers of support are utilized to ensure student progress as well as determine the appropriateness of this program for struggling students. All contracts are updated and signed annually to ensure adherence to current laws.

Parallel to core and college and career readiness, our Project-based Learning program focuses on providing a personalized and meaningful education for students in grades 7-12 by using an integrated, multi-disciplinary project-based program of inquiry. This year, the program served approximately 90 students. The program is designed with blended grade levels in core and project classes. Each core classroom teacher is also a project teacher offering discipline support for all students within the project model. Projects incorporate elements of each discipline, focusing on leadership skill development and the attainment of visual and performing arts standards. Each project is built out of a driving question which students tailor into sub-driving questions focusing groups as they wish. Students begin by conducting research driven by student-designed guiding questions resulting in collaborative outlines, graphic organizers, and other forms of synthesized information. Students then utilize the collected information. They create art pieces, graphic designs, theatrical performances, debates, and presentations, as well as building installations and other project creations. Each project incorporates community partners who support students throughout the project journey. All projects culminate with an academic exhibition where students display work, interact with the audience, and showcase elements of their projects.

The NWP Homestudy program has been working hard and has successfully incorporated PBL into its Homestudy curriculum. This work has been supported through teacher grants and a desire to improve the program resulting in interdisciplinary projects, field trips, project exhibitions, and more. The incorporation of increased on-campus academic support time, art, culinary, and PE classes as well as social and enrichment activities provided weekly to all students, as well as added clubs and leadership opportunities working with PBL students, have proven to enrich the Homestudy experience further.

Personalized Learning

At NWP every student is well-known and respected. NWP's enrollment of 150 students, and staff of 11 teachers, including the school's Principal, are small by design. Project-based learning (PBL) students are blended in cohorts in grades 7/8, 9/10, and 11/12 for most classes, but during all long-term projects student "teams" include grade levels 7-8 or 9-12. PBL teachers share

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responsibility for all of NWP's students and work with them all for several years. Advisors serve as advocates for their students and as liaisons between staff, students, and parents. PBL teachers also facilitate NWP's Crossroads (College and Career Readiness) program and our Career Technical Education program. The NWP Homestudy program also allows for personalized learning and day-to-day support provided by district-certified classroom and specialized teachers, vetted common core and UC A-G curriculum and materials, as well as other resources and supports tailored to the individual student. The program can accommodate students with various learning styles as teachers work with students and adults to customize curriculum and materials that work best for each.

Relevant Curriculum

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

Authentic and Powerful Accountability

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

A Community of Learners

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

Real World Immersion

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

Career technical Education (CTE)

Both programs (PBL and Homestudy) at Northwest Prep utilize Schools PLP courseware to support the attainment of Career Technical Education (CTE) courses and pathways. The skills and concepts taught in NWP core classes directly support student success in CTE courses. CTE course pathways are also supported by the skills learned in NWP's Inquiry class (including senior projects), its Crossroads portfolios and defense, and WBL opportunities including its volunteer, job shadow, and internship program. This system also supports students being successful in attaining dual enrollment credits for CTE courses. Conversely, CTE courses and pathways support student success in core and project classes by incorporating skills and concepts from CTE courses into core and project classes. Overall, the truly interdisciplinary nature of our PBL program, as well as the flexibility and wide variety of course offerings in the Homestudy program, allow for the successful alignment and support of CTE pathways and core classes.

NWP's Crossroads program guides students through multi-year college and career exploration, job shadows, and professional internships. All students are also taught professional public speaking and communication skills on an ongoing basis. The program's main goal is to create individualized pathways for each NWP student over time. When students leave Northwest Prep, they leave with an informed plan for their future. Grades 7 and 8 focus on exploring their interests, abilities, and talents. Grades 9 and 10 focus on leadership skill portfolio development, the exploration of the vast range of careers and different types

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of colleges and training programs that prepare students for them. Grades 11 and 12 continue their leadership portfolio development work, learn how to identify and secure professional internships and develop a plan to actively contribute to their placement. NWP links students to all levels and fields of the professional workplace. We provide students with the opportunity to apply the many practical benefits from their PBL experience, to provide a service to their mentors and their organizations, and to further develop their professional and academic skills. The Crossroads experience empowers students' ability to make informed choices for life after high school.

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

Personal Integrity

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

Productive Collaboration

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

Critical and Creative Thinking

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

Effective Communication

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

Reflective Learning

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

Citizenship and Global Responsibility

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

Resiliency and Drive

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

School Purpose and Expected School-Wide Learning Results

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

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based assessments.

Upon graduation all NWP students are expected to have become highly proficient in all of the NWP Leadership Skills, present a Graduation Portfolio Defense, and be well-prepared for college and the workplace.

NWP Academic Performance Outcomes

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 3	4
Grade 4	2
Grade 5	2
Grade 7	17
Grade 8	23
Grade 9	23
Grade 10	23
Grade 11	14
Grade 12	25
Total Enrollment	138

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	55.8
Non-Binary	0.7
Asian	2.9
Black or African American	0.7
Hispanic or Latino	43.5
Two or More Races	6.5
White	42.8
English Learners	15.2
Homeless	2.2
Migrant	0.7
Socioeconomically Disadvantaged	67.4
Students with Disabilities	13.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.8	40.63	47.9	87.92	234405.2	84
Intern Credential Holders Properly Assigned	0.2	2.86	0.2	0.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.86	1.3	2.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	26.9	1.8	3.45	11953.1	4.28
Unknown/Incomplete/NA	2	28.61	3.1	5.76	15831.9	5.67
Total Teaching Positions	6.9	100	54.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.6	51.71	45.3	84.61	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	4.57	4.6	8.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	27.43	1.9	3.58	11746.9	4.23
Unknown/Incomplete/NA	1.1	16	1.6	3.02	14303.8	5.15
Total Teaching Positions	7	100	53.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.3	58	44.6	82.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.8	3.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	1.6	2	3.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	24.27	2.8	5.19	12112.8	4.34
Unknown/Incomplete/NA	1.1	15.87	2.9	5.49	13705.8	4.91
Total Teaching Positions	7.5	100	54.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.3	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.3	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.80	1.9	1.8
Total Out-of-Field Teachers	1.80	1.9	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.2	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

The curriculum is standards based and was selected from the state adopted materials through a district curriculum committee, which best matched the needs of our students.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher/Team prepared materials. Previously adopted textbooks and novels are available as resources. 1:1 laptops, Apple iPads, and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices, and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.	0
Mathematics	Teacher/Team prepared materials. Previously adopted textbooks and online programs are available as resources. 1:1 laptops, Apple iPads, and a wide array of apps and programs such as Desmos, are the primary tool used in instruction. There are sufficient tools, devices, and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.	0
Science	Teacher/Team prepared materials. Previously adopted textbooks and online programs are available as resources. 1:1 laptops, Apple iPads, and a wide array of apps and programs such as Stem Scopes and the Marine Mammal program are the primary tool used in instruction. There are sufficient tools, devices, and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry. A functional lab fitted with essential tools and materials is utilized.	0
History-Social Science	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. 1:1 laptops, Apple iPads and a wide array of apps and programs such as Teachers Curriculum Institute (TCI) , are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.	0
Foreign Language	Spanish and American Sign Language resources are offered through the A-G-approved Schools PLP platforms. Students also take SRJC dual enrollment world language classes.	0
Health	State-approved and Teacher/Team prepared materials including Health Connected Teen Talk. Previously adopted textbooks are available as resources. 1:1 laptops, Apple iPads, and a wide	0

	array of apps are the primary tools used in instruction. There are sufficient tools, devices, and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry. 8th grade Sex Ed as well as High School Health is provided by our certified Science/Health teacher.	
Visual and Performing Arts	Teacher/Team prepared materials. Previously adopted textbooks and teacher created materials are available as resources. 1:1 laptops, Apple iPads, and a wide array of apps are the primary tools used in instruction. There are sufficient tools, devices, and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry. Other Visual and Performing Arts classes are offered through the A-G-approved Schools PLP platforms as well as through the Santa Rosa Junior College.	0
Science Laboratory Equipment (grades 9-12)	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. 1:1 laptops, Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry. A Science Wet Lab is utilized and fitted with all essential tools and materials.	0

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

School Facility Conditions and Planned Improvements

Safety, cleanliness and maintenance of facilities are a high priority at our school. Facilities and grounds are regularly cleaned and maintained. The site is staffed by one daytime and one nighttime custodian. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. The facility was inspected by the Superintendent, the Supervisor of Buildings and Grounds, and the Principal in November 2025. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Several classrooms need window coverings replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			The ramp in from the Village Charter School admin section needs to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	44	35	34	47	48
Mathematics (grades 3-8 and 11)	20	15	25	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	62	96.88	3.12	43.55
Female	30	29	96.67	3.33	51.72
Male	34	33	97.06	2.94	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	48	97.96	2.04	39.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	62	96.88	3.12	14.52
Female	30	29	96.67	3.33	10.34
Male	34	33	97.06	2.94	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	9.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	20.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	48	97.96	2.04	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.91	23.53	18.75	16.67	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	23.53
Female	25	25	100.00	0.00	36.00
Male	26	26	100.00	0.00	11.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	21.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

One of the major goals of Northwest Prep is for students to develop an understanding of the connection between their education and their future success in the workplace. Northwest Prep focuses on being sure all students adequately develop of the soft-skills necessary for the world of work. NWP works hard to ensure all students have the opportunity to practice these skills through its Work-based Learning program. This also leads to students through CTE pathways utilizing our Schools PLP online platform or through the Santa Rosa junior College. From middle school through high school, students participate in NWP's Crossroads program which includes: career awareness, career education, and career exploration through both school-based and work-based learning experiences. This includes career education classes, job-seeking skills training, service and community learning, career speakers, job shadowing, volunteering, and internships.

Both programs (PBL and Homestudy) at Northwest Prep utilize Schools PLP courseware to support the attainment of Career Technical Education (CTE) courses and pathways. The skills and concepts taught in NWP core classes directly support student success in CTE courses. CTE course pathways are also supported by the skills learned in NWP's Inquiry class (including senior projects), its Crossroads portfolios and defense, and WBL opportunities including its volunteer, job shadow, and internship program. This system also supports students being successful in attaining dual enrollment credits for CTE courses. Conversely, CTE courses and pathways support student success in core and project classes by incorporating skills and concepts from CTE courses into core and project classes. Overall, the truly interdisciplinary nature of our PBL program, as well as the flexibility and wide variety of course offerings in the Homestudy program, allow for the successful alignment and

2024-25 Career Technical Education Programs

support of CTE pathways and core classes.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	48

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	92.9	100
Grade 9	95	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

Parents can select from activities that occur during the school day, after school hours, and on the weekends. The school depends on input from parents as members of the School Leadership Team, Site Council, and the Northwest Prep Parent-Student-Teacher Organization (PTSO). The Leadership Team/Site Council and the PTSO include staff, parent, and student members. These groups meet monthly and serve in an advisory capacity to the Principal and staff in matters related to curriculum and school policies. The Leadership Team/Site Council and PTSO include parent members who focus their input in areas including career exploration and Internship development, fundraising, parent volunteers, public relations, recruitment, and school events as well as providing input and review of NWP's Charter, safety plan, LCAP, WASC plan, and other funding matters such as Prop 28 funds. NWP utilizes Parent Square to communicate regularly with families. Additionally, parents work with students and teachers by volunteering in classrooms, chaperoning field trips and extracurricular activities, coaching, and participating in campus workdays. To make this happen :

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

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

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

Parents also have opportunities to provide feedback on all matters at all school events via a QR code.

Parents also take part in the Youth Truth survey helping give feedback on academic and community issues.

Metrics:

Attendance at school events.

Attendance at PTSO meetings.

Parent volunteers.

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

Attendance at Parent Forum Nights and Open House Nights

Parents serving as guest speakers, sharing about their careers, and offering internship and job shadow opportunities.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	11.8	7.1	3.8	11.8	7.1	3.8	8.2	8.9	8
Graduation Rate	88.2	85.7	96.2	88.2	85.7	96.2	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	25	96.2
Female	13	13	100.0
Male	12	11	91.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	14	14	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	21	20	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	147	144	33	22.9
Female	65	64	16	25.0
Male	81	79	17	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	62	14	22.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	61	14	23.0
English Learners	22	21	2	9.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	100	98	24	24.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	5	23.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.36	2.53	0.68	4.76	4.13	3.49	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.00	0.00
Male	1.23	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

A comprehensive safety plan is in place and is updated annually each February. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any routine or disaster emergency situation. It includes a communication plan with the district office and other district schools. Northwest Prep works closely with the other programs on its campus (The Village Charter School, SCOE and RVP) to ensure safety for all students. This includes working together to develop safety procedures including fire, earthquake, lockdown, reunification, and other safety procedures. Safety drills are practiced campus-wide each month.

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

The following are strategies used to support this goal:

Development of school-wide rules and expectations/consequences

School-wide participation in community-building activities during the school year help familiarize students with expectations and procedures, and to get to know members of the school community

Class Advisories hold classroom meetings daily to discuss issues, changes in structure, and other need-to-know topics for students.

Training and support of playground/yard supervisors take place annually and during monthly staff meetings.

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

Northwest Prep has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Union School District, which is reviewed and updated annually and is led by the Safety Committee. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or man-made emergency situation. It includes a communication plan with the district office, other district schools, emergency services, and parents. The school has regular drills to practice and plan for safety. NWP and all other programs on campus have an intercom system that allows the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for the student's physical safety, the staff uses Toolbox, Restorative Practices, Positive Behavior Intervention Systems (PBIS), and other best practices to help the school develop a climate that encourages children to be contributing members of our community and feel safe with their peers and adults on campus.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28	0	0
Mathematics	5	19	2	0
Science	6	15	2	0
Social Science	5	24	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	29	2	
Mathematics	6	23	3	
Science	5	19	2	
Social Science	6	20	4	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	22	1	
Mathematics	6	22		
Science	6	19		
Social Science	5	24	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,007	\$1,281	\$7,726	\$95,589
District	N/A	N/A	\$7,041	\$97,792
Percent Difference - School Site and District	N/A	N/A	9.3	-2.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-36.2	-4.6

Fiscal Year 2024-25 Types of Services Funded

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

Northwest Prep Charter School opened in August 2004 and is located on the edge of Santa Rosa city limits. New residential neighborhoods are currently being built in the nearby area. The school has 150 students in its 7-12th grade PBL school and its K-12 Homestudy Program. The campus is also home to the Village Charter School, Rincon Vally Partnership (RVP), and Sonoma County Office of Education (SCOE) classes.

Classrooms have an average of 20- 30 students per class. Along with certificated staff, Instructional assistants offer reading, mathematics, and second language learner support in each classroom based on the needs of our students, with an emphasis on supporting students with a strong foundation of basic skills. Students have regular access to 1:1 digital devices (1:1 Chromebooks).

Fiscal Year 2024-25 Types of Services Funded

There are instructional assistants in general education classrooms and Title I and Title III ELL assistants. These program assistants also serve as yard duty supervisors. Some of our support staff are shared with the Homestudy program assisting with student and program needs.

The school facility (all programs on site) includes 18 general education classrooms, small instructional rooms for reading, speech, and a counseling office. The facility also has a Multi-Purpose Room (MPR), a library, a Woodshop/project room, staff room, and staff workroom. The facility MPR also includes a kitchen to heat and serve prepared meals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,992	\$61,516
Mid-Range Teacher Salary	\$94,673	\$95,479
Highest Teacher Salary	\$121,529	\$125,208
Average Principal Salary (Elementary)	\$145,532	\$152,668
Average Principal Salary (Middle)	\$161,431	\$156,487
Average Principal Salary (High)	\$161,431	\$165,427
Superintendent Salary	\$224,414	\$242,781
Percent of Budget for Teacher Salaries	23.65%	29.76%
Percent of Budget for Administrative Salaries	6.07%	5.74%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
------------------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our district Professional Development Committee work together to prioritize our foci for this school year. Our focus during the 2025-2026 school year is:

Our Focus Question for the Year:

How can we backwards plan using our common formative assessments to align throughout the district to maximize student learning and academic achievement in order to create equitable learning environments?

District Foci:

District-wide focus on aligning our common formative assessments, yearlong plans, best teaching practices and assessment calendar.

District-wide implementation of creating equitable learning environments through our school social emotional curriculum, equity plans, restorative practices and trauma informed practices that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community.

District-wide 1:1 Teacher/Student of Concern meetings with our aligned common formative assessments entered into Aeries Analytics to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance academic achievement for all.

District-wide celebration of growth (academic, emotional and social growth of students) at Board Meetings and school sites.

District-wide focus on increasing student attendance through school culture and building relationships.

Tiered Levels of Support in Designated and Integrated Instruction for our Multilingual Learners

NWP:

Expanding at-home learning: K-12 NWP Home Study Program and on campus opportunities for Home Study Students

STAR Renaissance Training/Lexia and how to use reports to meet student needs!

Aeries Gradebook and Analytics Training

Artificial Intelligence

Tier 2 Intervention for Academics (Struggling Readers and Mathematicians)

Next Level PBL and differentiated projects to meet diverse learners needs

Leadership:

Leadership Retreats (July, January, June)

Communities of Practice (CoP-Monthly: Elementary and Secondary)

Professional Development

Leadership Meetings (Monthly)
Structured ILT Meetings

Professional development is delivered after school on early release days 8 times a year and 2 full days that are non-student workdays. In addition, we have teachers that sign up for grade level planning days to plan and implement professional development for elementary school teachers in the district. Teachers are supported by site and district administrators, SCOE coach support team, and the District Director of Innovative Learning. Our teachers have the option to have day long planning days to analyze student data, plan yearlong scope and sequences, and create common formative assessments.

Professional Development for Certificated Staff:

The district provides training based on identified goals for district staff which include:

- Professional Development to support adopted instructional materials and technology programs
- Professional Development to provide teachers with strategies to support our Multilingual Learners
- Professional Development in implementing Behaviorist Training and Support
- Professional Development in differentiated instruction through the use of technology and math centers
- Teachers participate in district grade-level meetings to review report card assessments and yearlong planning
- Most new teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Other professional development opportunities are considered on an individual basis or related to the school and district mission and goals

Professional Development for Classified Staff:

- Professional Development on Supporting our Multilingual Learners
- Professional Development on Behaviorist Training and Support
 - Professional Development based on Classified Needs: Technology Training, Building Community and Team Collaboration

In addition, 5 NWP professional development days are spread throughout the year and are used to refine our PBL and Homestudy programs/curriculum, assessment systems, and more.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	8	