

Bridges Community Based School, NCC

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Bridges Community Based School, NCC
Street	9291 Old Redwood Hwy, Bldg. 500
City, State, Zip	Windsor, CA 95492-8089
Phone Number	707-837-8528 ext 7156
Principal	Victoria Long, Principal
Email Address	vlong@wusd.org
Website	http://www.wusd.org
County-District-School (CDS) Code	49753580121236

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707 837-7701
Superintendent	Jeremy Decker
Email Address	jdecker@wusd.org
Website	http://www.wusd.org

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

North County Consortium, Bridges Community Based School is a Special Education program in the Windsor community preparing youth for a productive adult life empowering them to live with greater independence.

Bridges Community Based School consists of quality elementary, secondary and transition education programs for students with special needs from the following districts in the North County: Alexander Valley Union, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, West Side Union, Kashia, and Windsor Unified School District. Windsor Unified is the lead educational agency for North County Consortium and takes responsibility for the programs providing qualified teachers and staff, services such as Occupational Therapy, Adapted Physical Education, Speech and Language Therapy, Specialized Academic Instruction, Career and Vocational Training, and Work Experience.

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	4
Grade 2	4
Grade 3	4
Grade 4	1
Grade 5	4
Grade 6	3
Grade 7	3
Grade 8	2
Grade 9	2
Grade 10	3
Grade 11	2
Grade 12	13
Total Enrollment	49

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.1
Asian	4.1
Hispanic or Latino	57.1
White	34.7
Socioeconomically Disadvantaged	51
English Learners	34.7
Students with Disabilities	65.3
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	4	3	
Without Full Credential	1	3	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Our program serves Moderate to Severe students and curriculum in the past was created to meet the needs of students based on IEP goals. We've adopted a Standards Based curriculum that is modified to meet the needs of our students. Currently students have access to reading programs such EdMark Reading, Functional Signs, SRA Reading, and now Attainment Early Readers, Teaching to the Standards English Language Arts, and Unique Learning System. The curriculum is used in conjunction with teacher created curriculum.</p> <p>Attainment curriculums and Unique Learning systems are standards based and are modified with various modes of teaching strategies to meet the needs of students with cognitive delays, speech and language impairments, and other various learning difficulties.</p>	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Our program serves Moderate to Severe students and curriculum in the past was created to meet the needs of students based on IEP goals. We've adopted a Standards Based curriculum that is modified to meet the needs of our students. Students have access to TouchMath, TouchMath Money, Dollar Up, and now Attainment Teaching to the Standards Math, Explore Budgeting, Explore Math, and Early Numeracy, and Unique Learning System. This curriculum is used in conjunction with teacher created curriculum.</p> <p>Attainment curriculums and Unique Learning Systems are standards based and are modified with various modes of teaching strategies to meet the needs of students with cognitive delays, speech and language impairments, and other various learning difficulties</p>	No	0.0 %
Science	<p>Our program serves Moderate to Severe students and curriculum in the past was created to meet the needs of students based on IEP goals. We've adopted a Standards Based curriculum that is modified to meet the needs of our students. Students have access to Attainment curriculum, Explore Science, Science Step-by- Step and Unique Learning System This curriculum is used in conjunction with the teacher created curriculum.</p> <p>Attainment curriculums and Unique Learning System are standards based and are modified with various modes of teaching strategies to meet the needs of students with cognitive delays, speech and language impairments, and other various learning difficulties.</p>	No	0.0 %
History-Social Science	Does not apply		
Foreign Language	Does not apply		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<p>Our program is a Moderate to Severe program and curriculum in the past years has been created to meet the needs of students based on IEP goals. We've adopted a Standards Based curriculum that is modified to meet the needs of our students. Students have access to Attainment curriculum: Explore Personal Self-Care, Explore Social Skills, and Life Skills.</p> <p>Attainment curriculums are standards based and are modified with various modes of teaching strategies to meet the needs of students with cognitive delays, speech and language impairments, and other various learning difficulties. However the Explore series is based on teaching students self care, self help and life skills that are for transition age students age 18-22.</p>	No	0.0 %
Visual and Performing Arts	Some of the students in our program participate in the general education classrooms with support and therefore access the district's textbooks and instructional materials.		0.0 %

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

School Facility Conditions and Planned Improvements

The NCC/Bridges program is held in classrooms at four different school sites: Mattie Washburn Elementary, Brooks Elementary, Windsor Middle School, and Windsor High School. A classroom is located in a portable at Brooks Elementary school campus with grades 3-5. Students access student site bathrooms. There is a play area located near the classroom. A classroom was added to the Mattie Washburn campus for Tk-K and 1-2 students. There is a library, field, and adapted physical education room available to the students. Classrooms are maintained by the school custodial staff. Early in the school year the maintenance crew was brought in to help clean up the play area for the students. The students are kept safe before, during, and after school by the classroom staff. The grade 6-8 classroom is located on a middle school campus. There is an en suite bathroom, sink, and kitchen area. There is a library with computers and track and field available to the students. The classroom is maintained by school custodial staff. The students are kept safe before, during, and after school by the classroom staff. The 9-13 classrooms are on comprehensive high school campuses. Both of the classrooms have en suite bathroom, sink, and kitchen. Classrooms are maintained by the school custodial staff. The students are kept safe before, during and after school by the classroom staff.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	35	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	25	N/A	30	N/A

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

North County Consortium holds Site Council meetings bi-monthly. Parents can volunteer in classrooms, participate in site level activities, and attend Community Advisory Council meetings and Parent Education classes. NCC participates in Special Olympics in Sonoma County, and has regular community outings including volunteering in the local gardens and at the food bank. Parents are always welcome and encouraged to participate in all school activities. Please contact NCC Principal, Vicki Long for more information.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.9	4.7	5.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

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

School Safety Plan (School Year 2020-2021)

School Safety Plans were updated January 2021. North County Consortium has classes on Windsor Unified School District sites and is included in those Safety Plans. Each NCC classroom is located on a comprehensive school site with existing school safety plans created by the school site administrator. The special education director has created a District-level crisis intervention team that intervenes as necessary. Each school site was given a crisis intervention binder with pertinent information. The suspension and expulsion policy that NCC uses is the District policy.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					7	1						
4									1	1		
6	1	1							3	1		
Other**	9	2			9	1			10	2		

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25,763	25,763	0	53,899
District	N/A	N/A	0	\$65,678
Percent Difference - School Site and District	N/A	N/A		-19.7
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-200.0	-33.7

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

Types of Services Funded (Fiscal Year 2019-2020)

North County Consortium/Bridges does not have programs and supplemental services provided at the school through categorical funds or other sources that support and assist students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

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

North County Consortium accesses Professional Development through Sonoma County Office of Education workshops, outside conference attendance, collaboration, mentoring, staff meetings, and IEP development. Specific areas of development include communication, behavior, IEP development, special education law, and specific disabilities. Substitute teachers were provided to release teachers.