North Bay Met Academy
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	North Bay Met Academy
Street	8681 Windsor Road
City, State, Zip	Windsor, CA 95492
Phone Number	707-837-7771
Principal	Forrest Harper
Email Address	fharper@wusd.org
County-District-School (CDS) Code	49 75358 0138263

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 Bay Met Academy
School of Choice
Big Picture Learning (BPL) School
Independent Study School

Mission Statement
To activate the potential of our students, staff, families, and community through student driven, real world learning - one student at a time.

Vision Statement
To create a place where students learn their potential to positively impact their community and beyond.

Motto
One Student at a Time

School Expectations
Willingness to explore all avenues of learning (academic, social and emotional) and to be open to grow.
Strive to productively communicate.
Focus on the present and the future.
Aspire to be present, punctual and engaged.
Commit to doing your best work academically, socially and emotionally.
Create and maintain a safe environment for everyone.

Big Picture Learning Ten Distinguishers
Learning the real world
Personalized - one student at a time
Authentic assessment
School organization
Advisory structure
School culture
School leadership
Parent and family engagement
College preparation and support
Professional development

Big Picture Learning Ten Expectations
Relationships
Relevance
Authenticity
Challenge

Application
Choice
Play
Practice
Time
Timing

The Five Learning Goals (Learning Outcomes)

Empirical Reasoning: This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.

How do I prove it?
Think like a scientist!
Make a hypothesis
Design research projects
Collect data
Analyze information
Discuss errors

Quantitative Reasoning: This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

How do I measure, compare or represent it?
Think mathematically!
Use numbering to evaluate problems
Estimate
Represent and integrate data with formulas, tables and graphs
Create and analyze budgets
Measure shapes and create scale drawings and models
Analyze data, find trends, make predictions

Communication: This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings. Computer and information literacy includes using contemporary computer hardware and software to effectively complete assignments; gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in an appropriately documented fashion.

How do I take in and express ideas?
Communicate in class!
Read
Write
Speak Listen
Use Technology
Create Art: Visual art, Music, Theater, Dance

Social Reasoning: This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong; Integrating classroom and community-based experiential learning; Identifying and articulating the assets, needs, and complexities of social issues faced by local, national, and global communities; evaluating personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities; drawing upon classroom and community-based learning to develop professional skills and socially responsible civic behaviors; engaging in service-learning for community building and an enhanced academic experience.

What are other people's perspective on this?
Think historically and culturally!
Look at diverse viewpoints
Research the history of your topic
Analyze social systems
Discuss ethics
Take action in the community

Personal Qualities: This includes engaging with a diverse set of others to produce professional work; Interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility. Wellness includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

What do I bring in this process?
Build skills for success!
Demonstrate respect
Empathize
Strengthen your health
Show responsibility
Organize your work
Manage your time
Increase your self-awareness
Work cooperatively
Enhance your community

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

Grade Level	Number of Students
Grade 10	2
Grade 11	11
Grade 12	20
Total Enrollment	33

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	15.2
Hispanic or Latino	54.5
White	24.2
Two or More Races	6.1
Socioeconomically Disadvantaged	63.6
English Learners	9.1
Students with Disabilities	18.2
Foster Youth	3
Homeless	6.1

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	12	12	12	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	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: December 2019

North Bay Met Academy is in its third year as a school. With the emphasis on Big Picture Learning philosophy and structure, new textbook purchases are being made slowly and judiciously. Recently, NBMA is working to provide A-G college prep classes and when that happens, we will reassess our need for textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edge 9/10 Edge 11/12 Novels used as available from Windsor High School and novels purchased specifically for the school.	Yes	0.0
Mathematics	Big Ideas Learning Integrated Math 1 Big Ideas Learning Integrated Math 2	Yes	0.0
Science	Biology Earth Science Life, Earth and Physical Science	No	0.0
History-Social Science	American Government American Vision Modern Word History	No	0.0
Health	Health Science	No	0.0

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

School Facility Conditions and Planned Improvements

North Bay Met Academy is comprised of six three year old classrooms, a staff, boys and girls bathroom, one portable office building, and two portable classrooms North Bay Met Academy campus construction was completed in Fall 2017. The site is in excellent condition. The portable classrooms are located north of the constructed classrooms (newly refurbished) and the other is in the P quad of Windsor High School (refurbished several years ago). These portables provide space for staff incuding CTE teachers, PE teacher, Special Education Resourse case manager and 1:1 teaching staff. These portables are well maintained but are used and the one in the P quad is over 20 years old. The portable office is aged also but has been refurbished and is in good condition.

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: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repair Fans in all restrooms
Safety: Fire Safety, Hazardous Materials	Good	Remove high storage items from the Main Office
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	0	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	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.

Career Technical Education Programs (School Year 2019-2020)

North Bay Met Academy is proud to offer students a CTE pathway in Occupational Health, Patient Services with an emphasis on Sports Medicine. Students have the opportunity to take: Introduction to Health Care Occupations; Sport Medicine, Medical Terminoloy; Patient Care and Therapeutic Services; Sports Medicine.

Career Technical Education (CTE) Participation (School Year 2019-2020)

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

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	90.91
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 Bay Met Academy is a Big Picture Learning (BPL) school. PBL learninng design has students in the center surrounded by supports from Staff, Mentors, Advisors and Parents/Guardians. Parents/Guardians are part of the student educational team. Along with staff and Learning Through Interests (LTI) mentors, parents play an important role in student success. Individual Learning Plans (ILP) are created for each student. Parents/guardians are part of this plan's development and must sign off on their approval fo their student's ILP. This process occurs each quarter. The LTI (similar to an internship) also involves parents/guardians input and approval. School events and activities including Back to School Night, Open House, Exhibition Conference Meetings, Semester Exhibitions, Site Advisory Committee, Harvest Feast, and Senior Celebration and Graduation are a few of the events that parents attend. Parents have also polled numerous times for the LCAP survey, Distance Learning survey, etc, and will be polled eventually in the new YouthTruth survey. Each quarter, student prepare their Exhibition, which highlights the student's academic success and parents are part of the Exhibition process.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	19.6	21.1	45	3.6	5.7	7.8	9.1	9.6	9
Graduation Rate	78.3	52.6	40	93	87.7	89	82.7	83	84.5

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	5.4	2.3	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)

WINDSOR UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SAFETY PLAN

NORTH BAY MET ACADEMY

People and Programs

The school safety plans continues to emphasize student and staff safety. Safety comes in two ways - physical safety and psycho-emotional safety. The physical safety emphasizes the use of drills and support information to allow students and staff to be empowered with appropriate information if an emergency occurs. The psycho-emotional safety involves the continued exposure of students and families to both schoolside and outside community based programs/resources for help and support.

GOAL: To continue to create a culture of North Bay Met Academy that is safe, respectful, and responsible for both students and staff.

Areas of Pride: North Bay Met Academy has continued to expand its community programs and partnerships. These are both on and off campus experiences for students. The exposure students have to people in the community is invaluable and continues to expand. With the introduction of Big Picture Learning, the community aspect of the school is growing as more and more students continue to venture and find community based Learning Through Interests (LTI) with community based mentors.

Measurable Objective:

By Spring 2020, at least one additional community based program will be part of the North Bay Met Academy student experience.

Action Steps

1.0 Review with staff during Spring 2019 possible leadership and career based programs available to explore for the 2020-2021 school year.

2.0 Identify the program/s and make contact with coordinator and arrange for North Bay Met Academy Academy participation for the 2020-2021 school year.

Who will take the lead? Principal with Counselor and Staff Support

Completion Date: Fall 2020

Budget: $250.00

Resources Needed: Continued reliance on community volunteers to support the program.

How to monitor/evaluate: Cross reference list of community based programs from the year prior.

Place and Physical Environment

Students continue to be involved in the school site and campus improvement projects. Students have completed improvement projects annually over the past several years.

Goal: To increase the student ownership of the campus by allowing for student designed, implemented improvement projects.

Measurable Objective: By Spring 2019, there will be at least one school site improvement project designed and completed by North Bay Met Academy students with direction and support from staff or community member.

Action Steps

1.0 Principal and staff will meet and establish guidelines for North Ba Met Academy improvement projects. Survey Advisory classes for ideas.

Student representatives from Advisory will meet together and narrow down ideas to no more than three options. Students will vote in their Advisory on the most popular option.

2.0 Review the option with staff and/or community member and professionals, if needed, to develop a timeline and budget for project.

3.0 Volunteer adults will coordinate to work with a student work team.

4.0 Student work team will complete the project as designed.

Who will take the lead? Principal, Staff and Community members and/or Professional Volunteers

Completion date: Spring 2019

Budget: $500.00

Resources Needed: Community members and/or professional volunteers, staff and student volunteers

How to monitor/evaluate: View completed project no later than Fall 2019. .

COMPREHENSIVE SCHOOL SAFETY PLAN NARRATIVE DATA AND PLAN ANALYSIS

How did the School Site Council or safety planning committee consider the components of People and Programs (social-emotional climate and academic programs) and of Place/Physical Environment when writing the plan?

North Bay Met Academy is in its second year as a School of Choice, Independent Study School as well as a Big Picture Learning School. The individuals involved in the change to Big Picture Learning include the students, parents, community, staff, district personnel and WUSD School Board. The Big Picture Learning philosophy and school design emphasizes working with students individually and building an Individual Learning Plan for each student. It is a project based program that emphasizes that student need to "leave to learn". This means that Learning Through Interests (LTI) are an important part of the program. Students spend as much as two school days (12 hours) outside the classroom learning a trade, occupation or skills under the watchful eye of a mentor. The balance of the school week includes academic coursework as well as other school related experiences.

The Goals for People and Programs and Place and Physical Environment, are continuations of previous goals which have proven to be successful. With Big Picture Learning emphasized, these goals and more can be developed in the hope of continuing to improve the safety and health of student and staff.

DISASTER RESPONSE/EMERGENCY PROCEDURES/EVACUATION PLANS

Emergency procedures are reviewed throughout the year during drills and as necessary pertaining to world event. The teacher's role is to take care of his/her class and to maintain accountability of students. The exception to this may be those teachers who are trained in first aid. Other staff will be assigned to cover their class if first aid is needed. No student may leave during an emergency until given administrative permission.

Parents and students are provided with Disaster Response/Emergency Procedures/Evacuation Plans in the beginning of the year through information included with registration as well as through the Parent/Student Handbook provided at registration/beginning of the school year. Students are given the information again in the beginning of the year and practice emergency procedures throughout year.

Emergency Information

A District-wide Emergency Management Plan outlines the course of action in the event of an emergency. The objective of the plan is to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during the school hours. The school principal or designee, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety.

Emergency Plan

All students are to remain on campus until the environment is determined to be safe. Based on the nature of the emergency, students will be instructed to:

TAKE COVER

Stand by (stay where they are)

Evacuate buildings and assemble, with teachers, in prearranged areas. Evacuation routes are posted in each classroom. Under no circumstances will teachers release their students unless given directions to do so by the principal or designee. Any adult calling for a student will be required to identify him/herself, have proper identification, and be on the emergency card before being allowed to take a student out of school.

Emergency Contacts

The following person, in order of responsibility, should be notified in the event of an emergency involving WUSD Alternative Education Programs:

North Bay Met Academy and Windsor Oaks Academy office, 837-7771

Windsor Police Department 837-1234

Windsor District Office 837-7700

Sheriff's Office 565-2121

County Superintendent of Schools 524-2600

Windsor Fire Department 838-1170

Sonoma County Emergency Services 527-1152

If, however, telephone communication is ineffective, please tune in one of the following radio stations or television channels for applicable emergency announcements:

KSRO-AM810

KCBS-AM740

KFTY -TV Channel 50

KPIX-TV Channel 5

KGO-TV Channel

Earthquake/Explosion/Surprise Attack:

Duck, Cover, Hold On! When an earthquake happens, have your students drop to the floor, duck under a desk or other hard object, and hold on to that oblect and remain in position until the movement subsides. Then quickly exit your students from the building and assemble your class to the evacuation site.. Take your grade book and take attendance once your class is at the evacuation site. If everyone is accounted for and everything is okay, hold up the green-sided "OK" sign; if a student is missing or you need other assistance, hold up the pink/red sided "HELP" sign. A SERF Form (Staff Emergency Reporting Form) should be completed and available for the School Secretary to pick up. A school bell and/or announcement will be made when all is safe and you may return to the classroom.

Fire

When hearing the fire alarm, exit your students to the evacuations ite. The exit needs to be done quickly and quietly. Close all doors and windows in the room upon exiting, but do NOT lock the door. Take your grade book and take attendance once your class is at the evacuation site.

Intruder on Campus

If there is a suspicious or possibly dangerous intruder/s who come on campus or are in the area of the campus, an announcement will come over the public address system: "ALL STAFF SECURE YOUR ROOMS", "INITIATE LOCKDOWN PROCEDURES" or "THERE IS AN INTRUDER ON CAMPUS". This will be repeated twice. Have your students quickly duck for cover, using procedures similar to the earthquake procedures outline above. Close the windows and blinds and lock the door. Particular care must be taken to avoid being seen from the windows. Take cover yourself. Stay that way until an announcement is made that it is safe, you are contacted by the school staff or emergency personnel (law enforcement, first responders, fire department, etc). Be aware of each room you use and assess it for effective "cover".

Students who happen to be outside during class time should report to the main office or a classroom, whichever is closest. Campus supervisors and administrators will assist. If the intruder comes during free time (break, lunch) instruct students to duck into the nearest classroom or building for cover and stay there until an "all clear" is sounded.

Administrators will notify Sheriff's Office (911) and Superintendent (837-7701)

WOA Lockdown Procedures

Office Procedures

Be sure office radio is ON and loud enough to be heard at all times. This ensures communication with the high school and district office. There are three radios: one at the front desk (Yvette James, Secretary) and one in the principal's office (Susan Nystrom), one with the Student Advisor (Messias dos Santos)

Office will notify staff and students with an announcement over the PA (dial 2588) "YOUR ATTENTION PLEASE. INITIATE LOCKDOWN PROCEDURES IMMEDIATELY AND STAND-BY FOR FURTHER INSTRUCTIONS."

Prepare for evacuation if needed with emergency bag, locator cards, and radios.

Classroom Lockdown Procedures

Shut and lock doors; close and lock all windows including pulling down window shades and blinds.

DO NOT open the door for anyone or peek out windows until "All Clear" signal is given

Move all students and staff away from windows and stay low (below window line).

Keep everyone calm and quiet.

REMAIN in the classrooms and offices until the "All Clear" signal is given, you are instructed to evacuate or you are escorted out by first responders. Communication between classrooms and the main office will be by cell phone - texting - so the intruder cannot hear. Teachers without cell phones make sure the classroom phone is active (not set to voice mail).

Should it become necessary to evacuate safety, the classroom will be notified by the Sheriff's officer or school administrators.

The W101 has been identified as assembling and/or pick up points

No students may leave without permission.

Teachers must have accurate attendance of all of those who are present, absent, and missing, including TA's.

The all-clear will come from the main office.

A Sheriff's SWAT Team Officer has forewarned us that their directions will be brief, terse, and to the point. This is not to be rude but to enable them to act swiftly and effectively.

Should you spot an intruder, call Yvette James (x2500) immediately and she will notify administration. If you cannot contact anyone in the main office by phone:

Try calling cell phones (Susan Nystrom, 695-6401 or other emergency numbers provided).

Call Dana Jones'classroom (W -102, X2505) This classroom is nearest to the main office.)

Contact the high school (emergency line is 837-7767, X2123) for assistance.

Call the school resource officer at (707)975-1356 (Deputy JP Tamayo)

Give a complete description of the intruder:

Clothes: color of pants, T shirt, jacket, hair, hat, etc.

Is he/she armed?

Where is he/she?

What direction is he/she headed?

Is he/she saying anything?

The Sheriff's Officers wants a point of reference for the location of the Intruder and direction (North, South, East, West) he/she is headed, e.g. the Intruder is located two classrooms south of the main office; she/he is at the back door of the WHS gym heading towards the multi-purpose room. To help with directions – WHS's North Parking Lot is North and South Parking Lot is South.

The police wants to know the Intruder's:

Name

Male/Female

Personal characteristics: height, build, coloring, hair color and language spoken

Physical description: color of shirt, jacket, pants/skirt, hat, etc

Weapon type: handgun, shotgun, rifle, other

Motivation for attack

Address if possible

Parents name and telephone numbers if possible

The police will need a site map and the location of utility controls, e.g. electricity. They ask that the school staff not try to be heroes, but concentrate on taking care of the students and keeping everyone calm.

War or Major Civil Disruption

Civic Defense Warning of possible enemy attack or bombing

During school hours:

Initiate one of the following actions as appropriate for the situation
- If time and circumstances allow, move students to closest suitable shelter.
- If the above is not advisable, remain in building as place of shelter.

Attack Without Warning

During school hours

Depending on the location of the initial strike, execute Action DUCK, COVER AND HOLD ON, or initiate Action TAKE COVER

If the nuclear explosion is close enough to cause the execution of Action DUCK, COVER AND HOLD ON, await the passage of the blast waves, if any, and then

initiate Action TAKE COVER.

Chemical Accident

Determine which Emergency Action, if any, should be implemented. NOTE: The nature of the chemical and nearness of the accident will probably be the deciding factor. Evacuation of the school may be ordered by Law Enforcement, Fire Department, or Civil Defense Officials. If necessary, implement Action LEAVE THE BUILDING

Any chemical cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind. If time is available, initiate Action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical.

Notify the appropriate Fire Department-838-1170

Responsibility of Yvette James and/or Susan Nystrom

Notify the Police Department or County Sheriff's Office-837-1234

Responsibility of Secretary and/or Susan Nystrom

Notify the District Office-837-7700

Teachers report names of missing students to the office. Those not found will be reported to Fire Department or Law Enforcement Officials, if forced by conditions to evacuate the school grounds.

Do not allow the return of students to the school grounds or buildings until Fire Department or Law Enforcement Officials declare the area safe.

Upon return to school, ensure that all classrooms are aired out by opening all doors and windows.

EMERGENCY OPERATIONS CENTER (EOC)

Responses to emergencies in California have been coordinated based on a system called Standardized Emergency Management System (SEMS). This system allowed for the coordination of different agencies such as fire, law enforcement, and municipalities. This system was so successful, the federal government modeled their system after California. Today, all crises in the United States are coordinated based on the National Incident Management System (NIMS).

The possibility of a school emergency or disaster creates the need for an Emergency Operations Plan for every school site. The following information is required so staff recognizes their responsibilities when an emergency occurs.

Four individuals fill major roles in the Emergency Operations Center (EOC).

All four are responsible, in part, for the many teams detailed below .

EOC Director "The Boss"

Public Information Officer "The Speaker"

School Liason "The Link"

School Safety Officer "Keeps All Safe"

OPERATIONS-The "DOERS"

Responsible for getting students, staff, and volunteers to a safe location to prepare for evacuation and/or release.

Assembly/Shelter Team

This team will make sure students/staff are assembled in a safe area and help coordinate for student release.

Crisis Intervention/Care Comfort Team

This team will provide emotional care of individuals as well as help with students/staff understanding the process involved with the emergency operations plan.

Details include:

Promptly share factual information with staff, students, parents and community.

Plan staff meetings or other communications as soon as possible to share information.

Preparation of written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.

Provide a written statement which teachers may use to announce the event to students.

Request teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

Office and/or W101 are the crisis centers where crisis team members will be available to meet with students.

Request assistance, if needed, from Social Advocates for Youth, District Psychologist, and/or the Sonoma County Mental Health Services.

Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.

First Aid Team

This team will provide physical care and first aid to individuals who may have been injured during or after the emergency.

Details include:

Report to EOC to determine medical needs and plan.

Set-up first aid area and get supplies.

Assess injuries and provide first aid as needed.

Determine need for skilled medical assistance and request from the EOC.

Tag each of the injured with name, address, injury and treatment rendered.

Establish priorities for the transport of the injured to hospitals, when transport is available.

Maintenance/Fire/Site Security Team

This team will ensure any dangers from inside or outside the school campus are controlled as reasonable possible. They would be responsible for shutting down gas, creating barriers from unsafe areas, and helping outside influences from negatively impacting the school's emergency operations plan of action.

Details include:

Turn off utilities and secure water system.

Access emergency supplies.

Extinguish small fires if possible.

Assure that emergency vehicles have access to school grounds.

Seal off and post areas where hazardous conditions exist.

Set-up sanitary facilities.

Set-up morgue.

Search and Rescue

This team will attempt to locate any missing students,staff, or volunteers by sweeping all bathrooms, hallways, and classrooms.

Details include:

Team initiates a sweep of the area in an orderly and pre-established pattern.

Never sweep alone.

Team members may transport injured victim to the First Aid Center alone, if necessary.

Use caution if building is unstable. Always sweep with hard hats and gloves.

Proceed as quietly as possible in order to hear calls for help.

Upon entering an area, call out and wait for an answer.

Write clear or "2" trapped on each door with crayon or permanent market after a room has been searched.

If possible, secure all buildings from reentry after search.

While sweeping, note dangerous or pending problems to report to Team Leader.

For heavy rescue of trapped victims, contact the Team Leader for assistance.

After primary search is completed, report to Team Leader.

No team member should make statements to the media unless approved by the EOC.

Student Release/Staff Accounting Team

This team will account for all staff on site and students' under staff's responsibility. Once students are located a systematic release of students to parents or individuals on the emergency card will occur.

Details include:

Account for all students and staff. Get injury and missing persons report from each teacher.

Check student emergency card for name of person/s authorized to pick up student.

Release student only to authorized person.

If in doubt, ask for identification.

Complete Student Release Log.

Communications

This team will aid in communications between EOC Director and agencies on site providing relief and help in emergency. This team also may help PIO (Public Information Officer) with communication to press and public.

LOGISTICS-The "GETTERS"

Provides food, water and supplies as well as transportation if necessary.

Supplies and Staffing Team

This team will arrange staff to specific responsibility needs of the emergency if not already assigned and directed. The location and inventory of supplies also occurs.

Details include:

Assess food preparation facilities.

Estimate number of persons requiring shelter and for what period of time.

Asses adequacy of available water, food, blankets and other supplies.

Control conservation of water.

Establish a list of all persons in shelter and determine any special needs.

Report additional equipment and supply needs to the EOC.

Transportation Team

This team will arrange for buses, supervising student/staff movement on and off buses and possibly arrange for alternative transportation if required.

PLANNING AND INTELLIGENCE-The "THINKERS"

This team help in the recording and coordination of teams as the emergency evolves.

Documentation Team

This team will record the all events that occur through the emergency.

Situation Status Team

Throughout the emergency, responsibilities will continue to evolve and change. This team will reassign duties as teams complete their responsibilities.

Finance and Administration

Generally the work of this group begins as the emergency ends. Records and documentation allow for careful tracking of Emergency Operation Plan events and costs.

FINANCE AND ADMINSTRATION-The "KEEPERS"

Recordkeeping Team

This team will collect all the paperwork and communication entries from the emergency. This will aid in justification of actions taken as well as costs incurred due to the emergency

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	5	15							3	9		
Mathematics	3	10			7	2			6	5		
Science	3	7			13	1			6	6		
Social Science	3	16			7	2			3	13		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	33

*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
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	0	0	0	0
District	N/A	N/A	0	$65,678
Percent Difference - School Site and District	N/A	N/A	-19.1	-200.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Big Picture Learning is emphasized in this school.

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/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	20

Professional development includes district supported professional development and the school site supporings staff participating in various professional development opportunities. North Bay Met Academy is also part of a Big Picture Learning grant which supports additional professional development for staff and administration. Staff members are encouraged to attend trainings put on by Big Picture Learning. In the summer of 2020, several staff members attended the virtual Big Bang and in December 2020, two staff members attended the BPL Leadership Conference.