

Novato Unified School District

Novato Charter School

2020-2021 School Accountability Report Card

Published in the 2021-2022 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

District Motto

Engage, Inspire, Empower

District Mission

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

District Vision

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.

School Mission

We believe our students will positively impact the world. Our Mission is to guide students to discover their individual gifts, build connections with others, and foster a love of learning.

School Vision

The Novato Charter School uses a curriculum guided by the Core Principles for the Alliance of Public Waldorf Education which is committed to the healthy growth and development of the whole child. Through our approach our teachers nurture the imagination in the early years, building a foundation for abstract thinking, gradually and appropriately challenging the intellect throughout the grades. This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child. Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and teachers. In an atmosphere of respectful clear communication, cooperation and parent participation we believe children flourish and grow to be healthy, capable, contributing human beings. We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills them with wonder, reverence and enthusiasm

School Profile

Novato Charter School is a community dedicated to using educational methods guided by the Core Principles of Public Waldorf Education. We are committed to working out of our school's core values of Respect, Collaboration, Creativity and the Art of Teaching, Holistic/Developmental Approach, and Accountability. While adhering to our Core Values along with the Core Principles of Public Waldorf Education, we are committed to fulfilling our Mission Statement, "We believe our students will positively impact the world. Our Mission is to guide students to discover their individual gifts, build connections with others, and foster a love of learning." Novato Charter School opened its doors in August 1996 as California's 89th Charter School. We are authorized by the Novato Unified School District. Our enrollment is 267 students in grades Kindergarten through Eighth Grade. Our teaching staff consists of 13 credentialed teachers. Our specialty programs include art, music, handwork, movement, and Spanish. We have a Special Education program to fulfill the Individual Educational Plans for qualifying students. Class teachers "loop" or move with their classes through the grades beginning in first grade. This commitment gives each teacher an opportunity to create a strong bond with students and their families. Our academic curriculum integrates art, music, storytelling, and movement to awaken imagination and creativity, bringing vitality and wholeness to learning. We do not use textbooks in the elementary grades. Instead, the teacher creates lessons based on a variety of source materials and guides students in creating their own "main lesson books," as a record of their learning. COVID In August 2021, all NUSD students returned to full, in-person instruction. NOVA Virtual Independent Study is offered as an alternative to in-person school.

School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority for Novato Charter School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls and letters sent home. The State of California acknowledges excessive absences affect academic achievement and identifies a student as excessively absent when the student has missed 10% or more days of school.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	50.0
Male	50.0
Non-Binary	
Black or African American	
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	
White	68.1
Two or More Races	11.9
Socioeconomically Disadvantaged	11.9
EL Students	3.0
Students with Disabilities	8.5
Foster Youth	
Homeless	
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	50
1st	28
2nd	28
3rd	28
4th	28
5th	26
6th	30
7th	25
8th	27
Total	270

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2019-20 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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

School Facilities (School Year 2020-21)

Description of Facilities

Novato Charter School campus consists of ten classrooms, one community building, one student support building, one office building, and playgrounds. Staff, faculty, parents, and students work together to maintain and enhance our campus through regular volunteer workdays. Cleaning Process: The Admin Manager works daily with the contracted custodial service provider to maintain a clean and safe school. Maintenance and Repair: The Facilities Committee and Admin Manager work closely together to ensure that the property is in working order and any safety concerns are addressed.

Facility Inspection Results

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	12/1/2021	
Data Collected:	December 2021	
Overall Summary of School Facility Conditions:	Fair	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Fair	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Instructional Materials (School Year 2020-21)

Novato Charter School follows a curriculum guided by the Core Principles of Waldorf Education. Faculty author the curriculum accordingly using the Common Core State Standards as guideposts. We do not use textbooks in the elementary grades (K-5). Instead, the teacher creates lessons based on a variety of sources and guides students in creating their own “main lesson books,” as a record of their learning. Textbooks are used in middle school (grades 6-8) for mathematics, science, and Spanish. We use the Sonday phonics reading program, the Lucy Caulkins reading and writing program, and Eureka Math in grades 1-5. We use FOSS Science textbooks, Big Ideas Math textbooks, and Avancemos! online Spanish curriculum in grades 6-8. Novato Charter School has sufficient and high-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. The chart below displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Data Collected: December, 2021

Grade Levels	Subject	Publisher / Series	Adoption Year	From Most Recent Adoption	% Lacking
1st-5th	Mathematics	Eureka Math	2020	Yes	0.0%
1st-5th	Mathematics	Big Ideas Learning	2019	Yes	0.0%
6th-8th	Science	FOSS	2021	Yes	0.0%
6th	Spanish	Holt McDougal - ¡Avancemos!	2018	Yes	0.0%
7th-8th	Spanish	Holt McDougal - ¡Avancemos!	2018	Yes	0.0%
1st-5th	English Language Arts	Sonday Phonics Reading Program	2018	Yes	0.0%
1st-5th	English Language Arts	Lucy Caulkins Reading and Writing Program	2020	Yes	0.0%
6th-8th	Technology	CyberCivics Curriculum	2014	Yes	0.0%

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).

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The additional tables display assessment results for the school by subject area.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	69.14	NT	49.75	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	50.00	NT	37.63	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	--	NT	28.72

Assessment Results by Student Group					
Student Group	English Language Arts				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	166	162	97.59	2.41	69.14
Male	77	76	98.7	1.3	67.11
Female	88	85	96.59	3.41	70.59
American Indian or Alaska Native	0	0	0	0	--
Asian	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	--
Filipino	0	0	0	0	--
Hispanic or Latino	20	20	100	0	65
Black or African American	0	0	0	0	--
White	118	116	98.31	1.69	68.1
Two or More Races	19	18	94.74	5.26	77.78
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	--
Homeless	--	0	0	0	0
Military	0	0	0	0	--
Socioeconomically Disadvantaged	21	20	95.24	4.76	70
Migrant Education	0	0	0	0	--
Students with Disabilities	17	17	100	0	52.94

Assessment Results by Student Group					
	Mathematics				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	166	162	97.59	2.41	50
Male	77	75	97.4	2.6	50.67
Female	88	86	97.73	2.27	50
American Indian or Alaska Native	0	0	0	0	--
Asian	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	--
Filipino	0	0	0	0	--
Hispanic or Latino	20	20	100	0	30
Black or African American	0	0	0	0	--
White	118	116	98.31	1.69	50.86
Two or More Races	19	17	89.47	10.53	64.71
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	--
Homeless	--	0	0	0	0
Military	0	0	0	0	--
Socioeconomically Disadvantaged	21	20	95.24	4.76	40
Migrant Education	0	0	0	0	--
Students with Disabilities	17	17	100	0	17.65

Assessment Results by Student Group					
	Science				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	54	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
Female	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
White	38	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
EL Students	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Migrant Education	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2021-22)

Parents play an essential role in supporting and enhancing their child's educational experience at Novato Charter School. We nurture a community of committed, energetic, diverse, and generous parents, and encourage a culture of active involvement in the life of the school. Parents participate as members of the Novato Charter School Board, the NCS Foundation Board, and on many school committees, including the Facilities Committee, the Festival Committee, Elves By Night, the Many Hearts Committee, the Parent Education Committee, the Parent Advisory Committee, and the Round Table. Parents also volunteer in classrooms to support special programs and participate in school workdays throughout the year. We have a parent volunteer coordinator who guides parents to find appropriate volunteer opportunities.

State Priority: Pupil Engagement

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

- Attendance

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	285	281	3	1.1
Female	144	143	2	1.4
Male	140	137	1	0.7
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	1	5.9
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	40	40	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	33	0	0.0
White	194	191	2	1.0
EL Students	11	10	1	10.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	36	36	1	2.8
Migrant Education	0	0	0	0.0
Students with Disabilities	26	26	0	0.0

State Priority: School Climate

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

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

Safe School Plan

Safety of students and staff is a primary concern of Novato Charter School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in September 2021 by the school administration. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Each staff member understands their role as a disaster service worker during any sort of emergency. The staff has been trained in CPR and First Aid. We have an incident command system and procedures in place for earthquakes, fires, lockdowns, and other emergency situations. Our emergency supply shed is well stocked and updated annually. Every teacher carries a walkie-talkie and is equipped with an emergency backpack. Parents are advised of safety procedures through newsletters, our call-out system, and participation in emergency drills. Fire drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times a year and disaster drills are held once a year.

Suspensions & Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	0.36	0.00	0.00	0.00	0.00	0.00
District	2.92	1.94	0.31	0.01	0.07	0.01
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Discipline and Climate for Learning

Students at Novato Charter School are guided by rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. A restorative discipline program is used to promote a positive and safe learning environment and opportunities for individual and group development. Parents and students are informed of school rules and discipline policies through the Parent Handbook, weekly newsletters, and informative parent evenings. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include gardening, community service opportunities, and school-wide festivals and events. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include soccer, basketball, pentathlon games, Greek games, the Explorer's tournament, and the 8th Grade track meet. Novato Charter School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Novato Charter School has a unique media policy that is explained to parents on school tours, is outlined in the Parent Handbook, and is included in our School-Family Partnership Agreement. Numerous studies indicate that overexposure to electronic media has detrimental effects on a child's healthy growth and development, which impacts concentration, attention span, reading skills, interpersonal relationships, social behavior, values, and psychological health. Therefore, we encourage families to incorporate a low-tech philosophy into their daily lives. Toward this end, we request that our parents make a conscious effort to significantly reduce or eliminate the use of digital and screen media in their children's lives.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	40	40	40

Professional Development

The goal of all training and professional development at Novato Charter School is to provide the best education and comprehensive support for all students. The school sponsors staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, opportunities for training and staff development are provided to both certificated and classified staff throughout the school year, as well as during non-contracted times. Teaching skills are built and educational concepts are developed by staff participating in conferences and workshops throughout the year. Professional development topics during the 2020-2021 school year included:

- Brene Brown - Dare to Lead
- Covid Prevention Protocols
- Diversity
- Emergency Preparedness
- First Aid and CPR
- Identifying At-Risk Students
- Multi-Tiered System of Supports (MTSS)
- Restorative Practices
- Social and Emotional Learning (SEL)
- SST Online Training
- Essential ELA and Math Standards (developed by NUSD)
- Suicide Prevention
- Benchmark and Summative Assessment Programs
- Educational Technology

The table below displays the number of days that a professional development opportunity is available including both full and partial days. During the 2020-21 school year, professional development opportunities included five full days and thirty-five partial days.

Teacher Evaluation

As professional educators and supporting staff it is understood that we are always undergoing a process of self-reflection and self-assessment through study. Teachers, both individually and collectively, hold the integrity of the program, which directly affects each child's academic and social-emotional education and development. Teachers engage in this process as a daily exercise and as a group during the weekly faculty meeting. Support staff is responsible for the integrity and success of the program by ensuring safety, operational, and compliance needs are met to create the optimal learning environment for the students. A deeper, more individual evaluation takes place throughout the year between each teacher/staff member and her/his direct supervisor. This comprises both informal and formal observations and conversations. Out of these conversations arise agreed upon strengthening goals, strategies on how to meet them, and check in on progress made towards them. The evaluator and teacher/staff member act as a study team with the intention of accentuating strengths and strengthening areas of challenge as a professional educator/staff member, colleague, and community member. This process is primarily guided by the teacher/staff member with the evaluator acting as a sounding board and a partner in reflection. The teacher/staff member and evaluator formally meet three times each school year to determine professional development goals at the start of the year, review overall performance mid-year, and reflect at the end of the year on whether the evaluated teacher/staff member met their goals and if not what might support is needed to meet them.

Substitute Teachers

The Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Novato Charter School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, we utilize available teachers on campus to assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee. In the fall of 2021, the Novato Unified School District increased its substitute daily rate to \$200 per day to be competitive with surrounding districts.

Counseling & Support Services

It is the goal of Novato Charter to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1: 12.

Counseling & Support Staff

The tables display the Support Service Staff available to students. Note: 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	0

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	25	25	25				2	2	2			
1	28	28	28				1	1	1			
2	28		28				1	1	1			
3	28	28	28				1	1	1			
4	30	28	28				1	1	1			
5	28	29	26				1	1	1			
6	28	26	30				1	1	1			
Other												
By Subject Area												
English												
Mathematics												
Science												
Social Science												

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$9,304
School: From Supplemental/Restricted Sources	-
School: From Basic/Unrestricted Sources	-
District: From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-%
State: From Basic/Unrestricted Sources	-
Percentage of Variation between School & State	-%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$48,488	\$51,029
Mid-Range Teachers	\$76,491	\$78,583
Highest Teachers	\$106,268	\$99,506
Elementary School Principals	\$124,629	\$124,576
Middle School Principals	\$136,514	\$131,395
High School Principals	\$153,097	\$144,697
Superintendent	\$232,000	\$240,194
Teacher Salaries	36%	34%
Administrative Salaries	6%	6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$71,900
District	\$79,522
Percentage of Variation between School & District	-9.58%
All Similar School Districts	\$81,044
Percentage of Variation between School & State	-11.28%

District Revenue Sources (Fiscal Year 2020-21)

Novato Charter does not receive state or federal categorical funding.

Bond Measures

Bond Projects

Now beginning the fifth year of work, Measure G has several projects currently under construction, in the planning phases and completed. Below is their status:

DISTRICT-WIDE PROJECTS

Information Technology Infrastructure Update— This project upgrades the IT infrastructure at all school sites across the District, including new switching hardware, new copper/fiber cabling, and new site distribution systems. Phase 1 (Novato HS and San Marin HS) was completed in the summer of 2020, and Phase 2 (Lynwood ES, Olive ES, San Ramon ES, Lu Sutton ES and Sinaloa MS) was completed summer of 2021. Phase 3 will upgrade the IT Infrastructure at San Jose MS, Loma Verde ES, Rancho ES, Pleasant Valley ES, Hamilton K-8 and Hill Education Center over the summer of 2022.

Information Technology Classroom Toolkit- This project updates NUSD classrooms with a standard IT Technology package (display monitor, wireless controllers, iPad with stylus and mirroring software). Classrooms that received the Information Technology Infrastructure Upgrades in 2020 and 2021 have received their technology toolkit. This project will install the IT Technology package to all classrooms undergoing the IT Infrastructure Upgrade this summer.

Information Technology “One to World” Chromebooks – This project purchases a Chromebook for every 3rd through 12th grade student within NUSD. The project was set-up on a 3-year phased purchase schedule; the first purchase was completed in summer 2017 for 5th, 6th and 9th grade students. The second purchase was completed in summer 2018 for 4th, 6th, 9th and 11th grade students, and the final purchase was completed in spring 2019. The next phase of this project is the Chromebook replacement process, to ensure all Chromebooks remain up to date.

Classroom Furniture Outfitting – This project replaces old, worn classroom furniture with new flexible classroom furniture to support 21st century collaborative learning. Lynwood ES and Olive ES was outfitted in the summer of 2021; the remainder of Elementary school grade classrooms will receive furniture in the summer of 2022. The high school and middle school deployment is scheduled for summer of 2023. **SITE-SPECIFIC PROJECTS**

Classroom Modernization at Lynwood ES – This project includes a campus wide modernization of all permanent classrooms, administration building and multipurpose building, reconfiguring drop off traffic flow and a new drop-off plaza with landscape design, constructs a new kitchen, Information technology infrastructure upgrades and fire alarm system upgrades. Modernization completed August 2021, and the new Kitchen construction will be completed in February 2022.

Classroom Modernization and new Administration Building at Olive ES – This project includes a campus wide modernization of all permanent classrooms, constructs a new administration building and kindergarten classroom space, modernizes the multipurpose room, creates a new drop-off plaza with landscape design, Information technology infrastructure upgrades, new roofing and fire alarm system upgrades. Primary classroom modernization was complete August 2021 and construction of the new administration building and kindergarten classroom will be complete by June 2022. Modernization project completion projected for August 2022.

Sports Fields Project at San Marin HS – This project converts the existing 31,000 ft² softball field to synthetic turf, update the home bullpen, construct a new visitor bullpen and a refresh of the existing batting cage. Project also replaces the grass baseball field with 102,000 ft² of new synthetic turf and builds a new backstop, dugouts and bullpens. Construction began June 2021, and projected completion is February 2022.

Kitchen Modernization at Pleasant Valley ES – This project constructs a new right-sized elementary school kitchen space in the existing Multi-Purpose Room and converts the old small kitchen space into a conference/resource room. Construction to begin June of 2022.

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS – This project will construct a new right-sized middle school kitchen space in the existing gym, renovate the existing gym space, upgrade the existing campus fire alarm/clock bell system, and repair existing wood siding and add a stucco coating to every building on site. Construction to begin June of 2022.

Kitchen Modernization at San Jose MS – This project modernizes San Jose MS’s kitchen area and snack bar, and upgrades the existing campus fire alarm and clock bell system.

Air Conditioning Installation at Novato HS, Lu Sutton ES and Rancho ES – This project removes the existing gas heating unit/furnace from each classroom and replaces them with a new energy-efficient heat pump and exterior condensing unit that provides both heating and cooling capacity in each classroom. Construction begins June 2022.

Roof Replacement at Hamilton K-8 and San Jose MS – This project includes removal of the existing built-up roof, repair of any damaged roof sheathing, and installation of a new “cool” roof system. Project to begin June 2022 and be completed by August 2022.

Deferred Maintenance Projects - Sewer Repair at Loma Verde ES, San Jose MS and Hamilton K-8 and

Paint and Wall Repair Projects at Loma Verde ES and Lu Sutton ES begin June 2022 and will be completed August 2022. Novato Charter School was included in the Master Facility Plan and may anticipate funding in a future phase.

COMPLETED PROJECTS

San Ramon ES Roof Replacement

Novato HS, Olive ES and San Ramon ES Sewer Repairs

Loma Verde ES, Lynwood ES and Olive ES Air Conditioning Installation

Novato HS Gordon Gym Roof, San Jose MS Gazebo and Lynwood ES Skylight Replacement

San Marin HS Stadium Field Renovation

San Marin HS Stadium Sound System

San Jose MS Air Conditioning Installation

Novato HS Stadium Field Renovation

Food and Nutritional Services (FANS) Distribution Center

Novato HS Old Gym and 819 Olive Avenue Roof Replacement

Athletic Field Complex at Novato HS

Information Technology Infrastructure Update – Phase 1 and Phase 2

Information Technology Classroom Toolkit – Phase 1 and Phase 2

Novato HS Center for the Arts

Novato HS Center for the Sciences

Novato HS Athletic Field Complex

San Marin HS Performing Arts Center
San Marin HS STEM Building
San Marin HS Exterior Siding Replacement

School Leadership

Leadership at Novato Charter School is a responsibility shared between the Novato Charter School Board of Directors, the Executive Director, the Assistant Director, the Chief Financial Officer, the Admin Team, and instructional staff. The Novato Charter School Board of Directors is comprised of five members who form the exclusive governing body of the school. They are dedicated to our mission and core principles, and to ensuring the ongoing educational success and fiscal responsibility of the school. They give final approval to all personnel, budget, and policy decisions to ensure that the school's practices are consistent with the mission of the school. Board members are voted in by the community and serve a term of three years. Elections are held in the spring when vacancies occur. The Novato Charter School Admin Team operates the school. Members of the Admin Team include the Executive Director, the Assistance Director, the Office Manager, the Admin Manager, and the Project Manager. The Admin Team is supported by the NCS Board of Directors and several committees, such as the Facilities Committee, the Many Hearts Committee, and the Parent Education Committee. Novato Charter School curriculum and educational programs are created by the faculty with guidance from the Executive Director and Assistant Director. Teachers and administrators participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs. Leadership teams include grade-level curriculum groups, the Student Support Team, and the Specialty Teacher Team. Parents participate in various committees to support our educational programs, such as the Many Hearts Committee and the Parent Ed Committee. Our curriculum is guided by the Core Principles of Public Waldorf Education. Every school year, teachers review the Common Core State Standards and are then given creative flexibility in selecting the instructional materials best suited to impart those standards to their students. Discussions of best practices in education continue throughout the year in faculty meetings.

At-risk Interventions

Novato Charter provides support during school for all students in K through 8th Grade in the realms of academics, behavior, and social inclusion. Our Student Support Team (SST) is comprised of Special Education and General Education teachers and administrators. The SST can be considered a "think tank" for guiding teachers in delivering high-quality instruction as well as supporting teachers to implement interventions for small groups and individuals as needed. We utilize a multi-tiered system of support (MTSS) program to support all students in learning, identify those in need of interventions, and provide interventions. These interventions include Response to Intervention (RTI) support for qualifying students. We offer after-school academic support for 5th through 8th-grade students performing below grade-level standards.

Individualized Instruction

Novato Charter School provides special education services to students who are assessed and found to be eligible. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in a regular classroom for the majority of the day. Qualifying students receive individual, small group, or classroom instruction designed to meet their identified needs. Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

English Language Learners

Novato Charter School supports English Language Learners and monitors their progress. When students enroll at NCS who are identified as English Language Learners, they take the initial language exam, the ELPAC, within the first sixty days of being identified. When a student's score is high enough to be classified as Initial Fluent English Proficient, they test out. Students who are not classified as Initial Fluent English Proficient receive ELL support. We monitor their progress and have them take the ELPAC summative assessment each spring to measure their progress towards English proficiency.

Computer Resources

Novato Charter has 1 computer lab with 30 computers and three class sets of chromebooks. Beginning in 5th Grade, computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. The technology curriculum includes a Cyber Civics program that is designed to educate students about the social and ethical responsibilities of online citizenship as well as how to be both a consumer and producer using technology. Technology instruction does not begin prior to the 5th Grade.