

Novato Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2022-23 School Contact Information

School Name	Novato Charter School
Street	940 C Street
City, State, Zip	Novato
Phone Number	415-883-4254
Principal	Karina Haedo
Email Address	khaedo@nUSD.org
School Website	https://novatocharterschool.org/
County-District-School (CDS) Code	21-65417-6113229

2022-23 District Contact Information

District Name	Novato Charter School
Phone Number	415-883-4254
Superintendent	Nikki Lloyd
Email Address	nlloyd@nUSD.org
District Website Address	http://www.novatocharterschool.org/

2022-23 School Overview

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 is a Public Waldorf Charter School and a full member of the Alliance for Public Waldorf Education. We use a curriculum 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. In January 2023, NCS was designated a California Distinguished School by the California Department of Education.

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 270 students in Transitional Kindergarten through Eighth Grade. Our specialty programs include art, gardening, handwork, music, movement, and Spanish. We have a Special Education program to fulfill Individual Educational Plans for qualifying students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	27
Grade 2	28
Grade 3	28
Grade 4	28
Grade 5	28
Grade 6	23
Grade 7	27
Grade 8	26
Total Enrollment	261

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.0
Asian	8.0
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.6
White	65.5
English Learners	3.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	14.6
Students with Disabilities	6.5

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

2020-21 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)	10.00	83.33	N/A	N/A	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.33	N/A	N/A	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	8.33	N/A	N/A	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	N/A	N/A	12115.80	4.41
Unknown	0.00	0.00	N/A	N/A	18854.30	6.86
Total Teaching Positions	12.00	100.00	N/A	N/A	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Novato Charter School follows a curriculum guided by the Core Principles of Waldorf Education. Our teachers develop 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. We also use the Sondag phonics reading program, the Lucy Caulkins reading and writing program, and Eureka Math in grades 1-5. Textbooks are used in middle school (grades 6-8) for mathematics, science, and Spanish. We use FOSS Science textbooks, Big Ideas Math textbooks and online curriculum, and Avancemos! textbooks and online Spanish curriculum in grades 6-8.

Novato Charter School has sufficient 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 in all core subjects.

The chart below displays information collected in September 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sondag Phonics Reading Program (2018), Lucy Caulkins Reading and Writing Program (2020)	Yes	0%
Mathematics	Eureka Math Program (2020), Big Ideas Math Textbooks and Online Program (2019)	Yes	0%
Science	FOSS Science Textbooks: Heredity and Adaptation, Electromagnetic Force, Gravity and Kinetic Energy, Waves, Planetary Science, Chemical Interactions, Earth History, Populations and Ecosystems, Weather and Water, Diversity of Life, and Human Systems Interactions. (2021)	Yes	0%
History-Social Science	N/A		
Foreign Language	Holt McDougal Avancemos! online curriculum, workbooks, and textbooks (2018)	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Novato Charter School takes great efforts to ensure that the campus is clean, safe and functional. We conduct an annual facility inspection and report our findings on the FIT (Facility Inspection Tool) developed by the Office of Public School Construction.

The Novato Charter School campus consists of ten classrooms, one community building, two student support buildings, one office building, and playgrounds. All buildings are portable classrooms. Most of our classrooms were constructed in 2000 when the school moved to its current location. The community building was constructed in 2008. In 2022, we constructed a second student support building.

The Novato Charter School Admin Manager coordinates and oversees maintenance and repair as necessary to keep the school in good working order. The Facilities Committee, which is made up of parent volunteers, supports the Admin Manager in this task. Maintenance and repairs are made by contractors and parent volunteers. The Admin Manager works daily with a contracted custodial service provider to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/29/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	N/A	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	N/A	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	162	100.00	0.00	67.90
Female	82	82	100.00	0.00	73.17
Male	80	80	100.00	0.00	62.50
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	14	14	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	18	18	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	59.09
White	107	107	100.00	0.00	70.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	26	26	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	19	100.00	0.00	36.84

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	162	100.00	0.00	59.26
Female	82	82	100.00	0.00	57.32
Male	80	80	100.00	0.00	61.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	14	14	100.00	0.00	78.57
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	18	18	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	45.45
White	107	107	100.00	0.00	63.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	26	26	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	19	100.00	0.00	31.58

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	45.28	N/A	N/A	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100	0	45.28
Female	23	23	100	0	47.83
Male	30	30	100	0	43.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100	0	48.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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. Parents also volunteer in classrooms to support special programs and participate in campus beautification days throughout the year. We have a parent volunteer coordinator who guides parents to find appropriate volunteer opportunities.

Please refer to the Parent Volunteer page on the Novato Charter School website for more information on how to volunteer at the school. This page includes links to SignUpGenius pages where parents can sign up to volunteer in classrooms and at school events. For more information on how to volunteer at the school, contact our Office Manager.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	272	269	8	3.0
Female	139	138	2	1.4
Male	132	131	6	4.6
American Indian or Alaska Native	0	0	0	0.0
Asian	22	22	1	4.5
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	36	36	1	2.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	34	34	0	0.0
White	177	174	6	3.4
English Learners	11	11	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	40	40	1	2.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	27	1	3.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	N/A	2.45
Expulsions	0.00	N/A	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	N/A	N/A	0.20	3.17
Expulsions	0.00	0.00	N/A	N/A	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety, both physical and emotional, of students and staff is a primary concern of Novato Charter School. Our Comprehensive School Safety Plan was reviewed by the administration in August and September 2022 and approved by the Novato Charter School Board on October 19th, 2022.

The Novato Charter School Comprehensive School Safety Plan includes emergency phone numbers, a roster of the school staff, and a schedule for fire drills, earthquake drills, lockdown drills, and an Incident Command System Disaster Drill. It also contains an Incident Command System chart with specific staff assignments, a list of school resources, and a detailed emergency planning calendar. The emergency planning calendar includes dates and staff assignments for assessing the school site and emergency supplies, distribution of emergency supplies, and staff training. This plan also includes our suspension and expulsion rate, and California Healthy Kids Survey data. All school staff are trained in disaster response protocols for fires, earthquakes, and lockdowns. School staff are also trained in First Aid and CPR.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	28		1	
2	28		1	
3	28		1	
4	28		1	
5	29		1	
6	26		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	28		1	
2	28		1	
3	28		1	
4	28		1	
5	26		1	
6	30		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	28		1	
2	28		1	
3	28		1	
4	28		1	
5	28		1	
6	24		1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,580	\$1,602	\$7,978	\$73,547
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	19.0	-12.2

2021-22 Types of Services Funded

Multi-Tiered System of Support (MTSS)

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 in-school support for 1st through 4th grade students and after-school academic support for 5th through 8th-grade students performing below grade-level standards.

Learning Hub

Learning Hub is an after-school program to support identified students in grades 5-8. This program is limited to students whose parents receive a "Learning Hub Referral" communication from their teacher.

Student Support Team (SST)

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 composed 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.

Special Education Services

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 an 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 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 toward English proficiency.

Computer Resources

Novato Charter provides Chromebooks to students in grades 3 through 8. Students in grades 3 and 4 use them only for taking online assessments. Beginning in 5th Grade, computer skills and concepts are integrated throughout our 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	N/A	\$52,478
Mid-Range Teacher Salary	N/A	\$80,810
Highest Teacher Salary	N/A	\$101,276
Average Principal Salary (Elementary)	N/A	\$127,080
Average Principal Salary (Middle)	N/A	\$134,264
Average Principal Salary (High)	N/A	\$147,200
Superintendent Salary	N/A	\$242,351
Percent of Budget for Teacher Salaries	N/A	33%
Percent of Budget for Administrative Salaries	N/A	6%

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 regular staff development days where teachers and support staff are offered a variety of professional growth opportunities to enhance their teaching and student 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. Teachers also develop skills and learn educational concepts by participating in various conferences and workshops throughout the year.

Professional development topics during the 2022-2023 school year included:

- Benchmark and Summative Assessment Programs
- Diversity
- Educational Technology
- Emergency Preparedness
- Epoch Education (Cultural Competency)
- Essential ELA and Math Standards
- First Aid and CPR
- Identifying At-Risk Students
- Identity of a Waldorf Charter School
- Multi-Tiered System of Support (MTSS)
- Restorative Practices
- Sexual Harassment
- Social and Emotional Learning (SEL)
- Suicide Prevention
- Waldorf Curriculum

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	45