



**Charter Renewal Petition  
For the term July 1, 2021 through June 30, 2026**

**Submitted to the  
Novato Unified School District School Board  
on January 14, 2021**

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## **AFFIRMATIONS AND DECLARATION**

Novato Charter School (“NCS” or the “Charter School”) will continue to comply with any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Novato Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend Novato Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Novato Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Novato Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- Novato Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Novato Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47610 and 47612(b)]

- Novato Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- Novato Charter School shall comply with the Public Records Act.
- Novato Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- Novato Charter School will comply with the Political Reform Act.
- Novato Charter School shall comply with the Ralph M. Brown Act.
- Novato Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## I. INTRODUCTION

The Novato Charter School (NCS) offers a program of Transitional Kindergarten through 8th grade, located at 940 C Street, Novato California, under the authorization of the Novato Unified School District (NUSD.). NCS is fully enrolled, with waiting lists for all grades, currently at 272 students in two combined TK/K classes and one class per grade level for grades 1st through 8th. The Novato Charter School, after over two decades of operation, offers a solid and renowned TK-8 alternative educational program which the NUSD makes available to the local parent and student community. NCS has become a model of a successfully implemented program guided by the Core Principles of Public Waldorf Education as articulated by the Alliance for Public Waldorf Education, the organization that supports programs in both district sponsored and charter schools nationwide. NCS continues to maintain prudent and healthy fiscal management with annual clean and compliant audit reports from an independent auditor. Full time credentialed faculty retention at 92% returning for the 19-20 school year, and 85% returning for the 20-21 school year adds to the strength of the program. NCS continues to serve as a model of a thriving public charter school for both the program it offers as well as the collaborative and unwaveringly supportive relationship between NCS and its authorizer NUSD.

### History of NCS

The impetus for the Novato Charter School began with a small group of founding parents who were actively involved in the Novato public school system. In researching alternative programs, the group learned of Senator Gary Hart's charter school legislation (SB1448). This bill, passed in 1992, was intended to encourage parents, educators, and members of the community to try innovative approaches to education in order to find ways of improving student learning. This legislation allowed for the initial development of 100 charter schools in California. In February of 1994, an expanded group of founding parents began meeting to explore the possibilities of a common vision for educational reform. Once they discovered a solid common ground of founding a school within the NUSD boundaries working out of the Core Principles of Public Waldorf<sup>SM</sup> Education, they began the process of a charter petition. On May 23, 1995 the petition for the Novato Charter School received unanimous support from the NUSD Board of Trustees. The petition and conditions were then sent to the State Board of Education for approval. On July 19, 1995, final approval was received and Novato Charter School became California's 89th charter school.

In August of 1996, the school officially opened with two kindergarten classes and one class per grade through the fifth grade. An additional grade was added each year until the school included two kindergartens and one class per grade level through the eighth grade.

Notable accomplishments since the last charter renewal have been:

1. Significant growth in both ELL and FRL student groups. NCS continuously strives to mirror the diversity reflected in the student body of NUSD. Steps taken include:
  - a. creation of bilingual informational flyers for outreach
  - b. distribution of flyers to reach targeted populations
  - c. elimination of tour requirement for potential families
  - d. elimination of roll over wait lists
  - e. expanded tour in Spanish
  - f. increase in engagement of LatinX community members
  - g. Desired Results demonstrate growth as follows:

	2015-2016	2020-2021
FRL	3%	11.4%
ELL	<1%	3.3%

2. NCS has continued to demonstrate strong academic performance on the California School Dashboard. For 2017, 2018, and 2019, NCS performance on the academic indicators for English Language Arts and Mathematics has been within the highest two performance levels – “green” and “blue.”
3. NCS has obtained Full Membership Status with the Alliance for Public Waldorf Education. During the 2018-2019 NCS engaged in an accreditation process that involved a self-study, a comprehensive written report and a site visit in the spring of 2019. At the start of the 2019-2020 school year NCS received the news of the upgrade status. This assignment made official the school’s leadership role nationwide amongst member schools
4. Independent LEA (Local Educational Agency) Status for Special Education Services - July 1, 2020, NCS became an independent LEA for SpED services working directly with the El Dorado Charter Special Education Local Plan Area (SELPA.) This change has allowed us the following:
  - a. increased alignment with our pedagogy
  - b. to strengthen our MTSS model by
    - i. hiring a Student Services Coordinator
    - ii. hiring additional RtI providers
    - iii. hiring a para educator to support the SpEd students
    - iv. hiring a 1.0 Resource Specialist to serve SpEd students and consult with the SST on implementation of the MTSS program

- v. engaging the services of a school counselor from BACR
5. Multi-Tiered System of Support School wide implementation. Working with private consultant Kim John Payne (author of *Simplicity Parenting*.) local counties of education (SCOE and MCOE workshops) and NUSD (MTSS professional development provided by WestEd) NCS has a working MTSS to support all learners. Components of the program include
- a. Teacher Leaders in the three areas; Academic Support, Behavioral Support and Social Inclusion Support.
  - b. Student Services Coordinator position staffed in the 2020-2021 school year
  - c. Bay Area Resource Center (BACR) counselor services engaged in the 2020-2021 school year
  - d. Student Success Team that meets weekly to
    - i. create regular professional development activities for entire faculty to inform practices strategies in Tier 1, Tier 2 and Tier 3 of the framework
    - ii. review students in need of extra support and work with teachers to create individual assessment and support plans
    - iii. coordinate, schedule and participate in support circle meetings with parents, and students as appropriate
    - iv. work with Student Services Coordinator to schedule and administer school wide screening assessments including
      - 1. DIBELS Literacy Skills Test
      - 2. Galileo Benchmark Assessments, along with NUSD, administration of beginning, middle and end of year assessments beginning in 2020-2021 school year.
6. Social Emotional Learning and positive climate conditions for learning. NCS has long recognized the importance of students, families and staff feeling welcomed and valued at school. Towards that end we have implemented a number of programs school wide including:
- a. Nurtured Heart Approach to support adult approach to supporting desired student behaviors
  - b. Zones of Regulation to support student awareness and regulation of emotional well being
  - c. Partnership with Beyond Differences to end social isolation
    - i. Annual participation in *No One Eats Alone Day*
    - ii. Participation in *Be Kind Online*
  - d. Student Support Action Committee (SSAC)-comprised of 7th and 8th grade student leaders. Students trained in Restorative Justice Circles through the SEEDS program headed by NUSD.
  - e. SSAC-Student leadership group annually authors a new Code of Compassion for the school year and shares it with younger grades in January the week of Martin Luther King Jr. Day
  - f. Diversity Equity and Inclusion

- i. Implementation of Teaching Tolerance Social Justice Standards [https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)
  - ii. Courageous Conversations - 50% of full time teaching faculty completed multi day seminar on exploring Diversity, Equity and Inclusion
  - iii. Pacific Educational Group-20% of full time teaching faculty completed seminar on implementing culturally competent curriculum in the classroom
  - iv. Pacific Educational Group-10% of full time faculty completed multi day seminar on LatinX Leadership in order to incorporate specific strategies for outreach
  - v. Curriculum incorporated into all grades from community partners including
    - 1. Teaching Tolerance
    - 2. Facing History Facing Ourselves
    - 3. Welcoming Schools
    - 4. Gender Spectrum
  - vi. Parent initiated Many Hearts Committee
    - 1. Mission Statement - Embracing diversity, expanding awareness, and cultivating kindness
    - 2. Cohosted "Not in our Town" Screening at Unity Church in 2018-2019 school year
7. Implementation of Digital Citizenship Literacy Curriculum for Grades 5th through 8th - CyberCivics, beginning in 5th grade when NCS introduces technology, guides students to understand the ethical responsibilities and risks of becoming a digital citizen. Through engaging activities students explore how to authenticate on line information, the significance to self and others of on-line behaviors and how to become both an online consumer and producer.
8. Common Core State Standards (CCSS) and Next Generation State Standards
- a. full implementation of CCSS instruction implemented as our program aligns with the CCSS (see Alliance for Public Waldorf Education Common Core State Standards Alignment) [www.novatorcharterschool.org](http://www.novatorcharterschool.org)
  - b. StemScopes, NGSS online curriculum integrated into the middle school comprehensive science program
  - c. mid year participation in interim assessments-Interim Assessments for all students for CAASPP exams initiated 2020-2021
  - d. annual online participation for all grades 3rd through 8th in CAASPP ELA/Math and NGSS for 5th/8th
  - e. Big Ideas Math Curriculum Incorporated for grades 5th through 8th

### **Charter Renewal Criteria**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Although the Charter School very nearly qualifies as a high tier school, its renewal is subject to the middle tier criteria, as determined by the California Department of Education,<sup>1</sup> and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) provides that:

*(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*

*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

**A. DASHBOARD PERFORMANCE**

The following tables depict the Charter School’s schoolwide Dashboard performance for the 2017-18 and 2019-20 school years,<sup>2</sup> and, for comparison purposes, the State’s performance.

**1. Novato Charter School Dashboard State Indicators, 2018-2019**

Indicator	2018 NCS	2018 State	2019 NCS	2019 State
ELA	Blue	Orange	Green	Green
Math	Green	Orange	Green	Orange

<sup>1</sup> See <https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx> at row 1057.

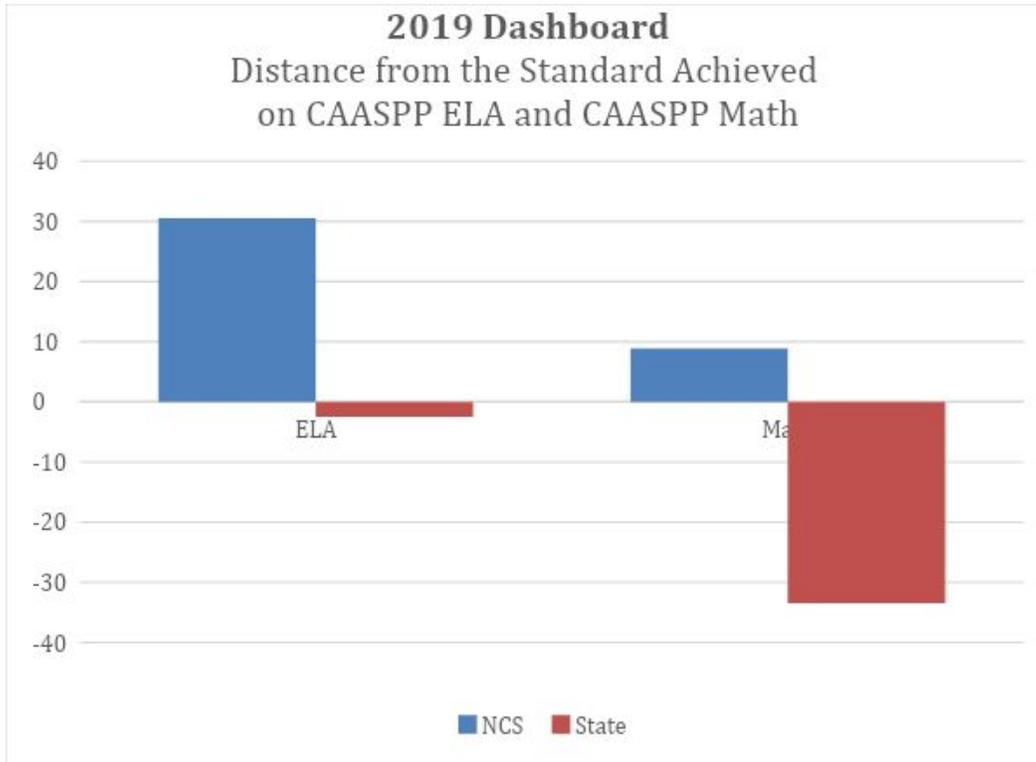
<sup>2</sup> As a result of the COVID-19 pandemic during the 2019-2020 school year and the suspension of statewide testing, Dashboard performance indicators for ELA and math will not be available for 2020.

<b>Chronic Absenteeism</b>	Blue	Yellow	Yellow	Orange
<b>Suspension Rate</b>	Blue	Yellow	Green	Yellow

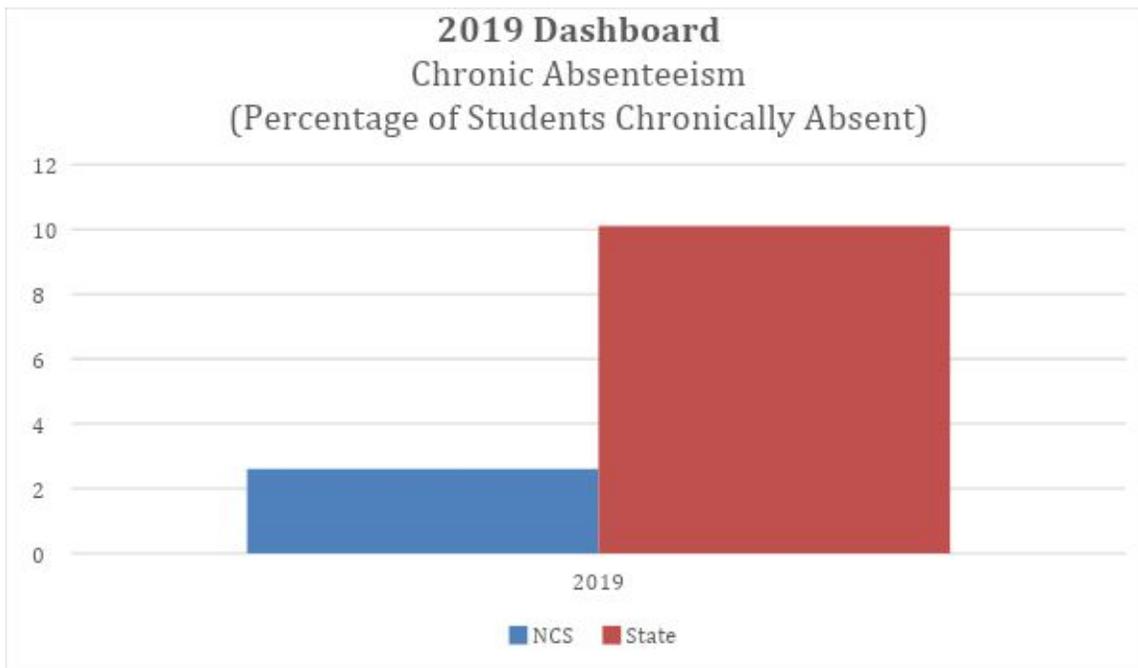
As indicated above, the Charter School’s Dashboard performance, as measured by performance color, exceeded the State’s performance in every single metric reported, except for ELA in 2019, in which case *both* the Charter School and the State performed at a “green” level. In all indicators over the prior two years for which Dashboard reports are available, except for chronic absenteeism in 2019, the Charter School’s performance has been within the highest two levels available on the Dashboard – green and blue. But for the “yellow” chronic absenteeism indicator in 2019, the Charter School would have qualified under the high-track renewal standard under Education Code Section 47607(c)(2)(A)(i). In response to the increase in chronic absenteeism, NCS increased parent communication regarding the definition of chronic absenteeism (10% or more of school days to date) and the importance of regular attendance to long term student success. We also recognize that, as a small school, a change in even a couple of students can drastically impact overall percentages. The Student Study Team (SST) increased outreach to both teachers and families to provide additional supports. The Notice to Parents (NtP) is sent to families approximately every six school weeks to provide regular progress updates. Parents were notified via the NtP when their child began to approach chronic absenteeism for days in school. NCS clearly articulated guidelines for when students should remain at home due to illness (e.g., fever) and when they should attend, in an effort to minimize extended and frequent absences from some families and students.

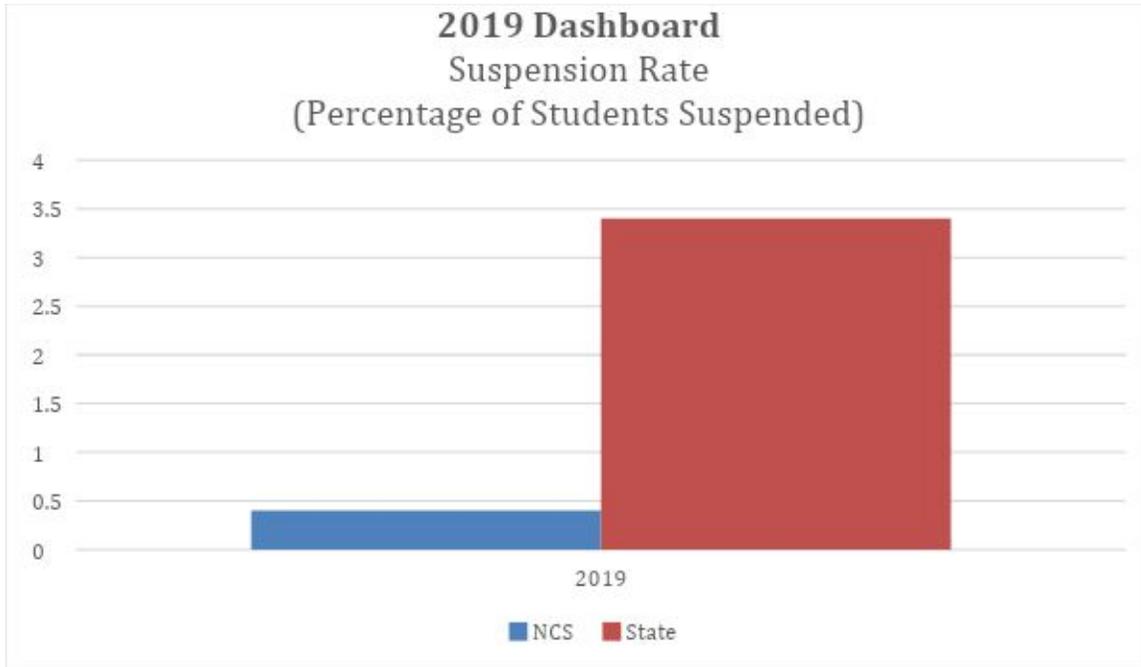
The Charter School also far outperformed the State as measured by the underlying performance data from which the Dashboard colors are generated.

Specifically, the Dashboard colors for the ELA and math performance indicators are generated based on students’ average distance from the standard (“DFS”) achieved on CAASPP – how close or far, on average, students were from meeting or exceeding a “standard met” score. In both CAASPP ELA and math, the Charter School’s students have consistently outperformed the state’s average DFS performance. Whereas the State’s DFS average is negative, because on average, the State’s students are not meeting the standards tested on CAASPP; the Charter School’s average DFS is positive, because its students *are* meeting the standards tested on CAASPP.



Similarly, the chronic absenteeism indicator on the Dashboard is driven by the percentage of students who are chronically absent, and the suspension rate indicator is driven by the percentage suspension rate for each school. On both metrics, the Charter School outperforms the State as indicated by the Charter School’s lower percentages of chronically absent students and suspension rate, respectively.





**2. Novato Charter School 2019 Dashboard Local Indicators**

<b>Local Indicator</b>	<b>Result</b>
<b>Basics: Teachers, Instructional Materials, Facilities</b>	Standard Met
<b>Implementation of Academic Standards</b>	Standard Met
<b>Parent and Family Engagement</b>	Standard Met
<b>Local Climate Survey</b>	Standard Met
<b>Access to a Broad Course of Study</b>	Standard Met

As indicated above, the Charter School also met all of the standards for the local indicators reported on the Dashboard.

**B. MEASURABLE INCREASES IN ACADEMIC PERFORMANCE**

Charter Schools in the middle track must also meet the following requirement:

*(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*

*(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.*

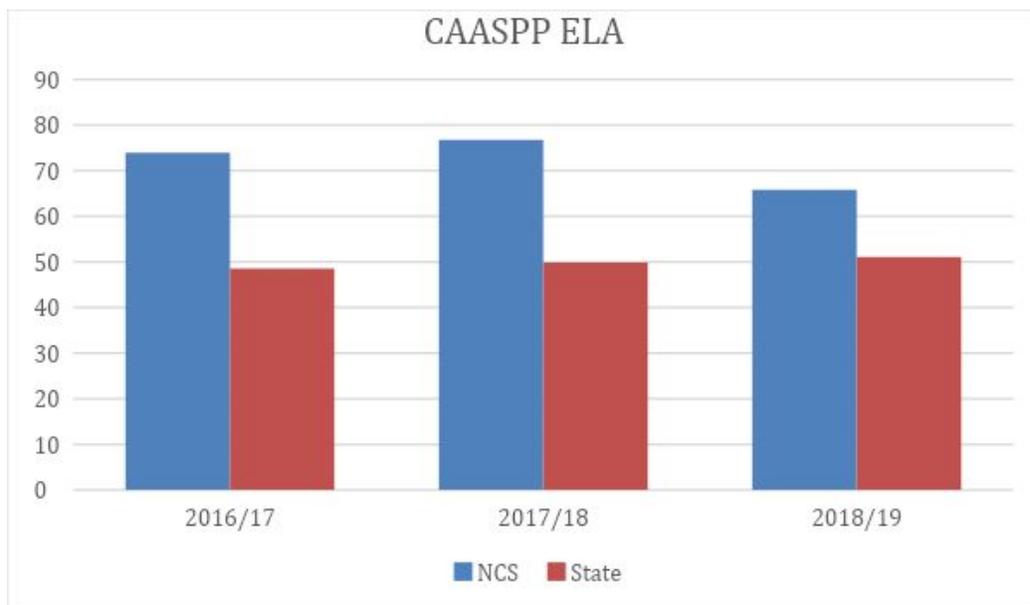
*(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

*(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . .*

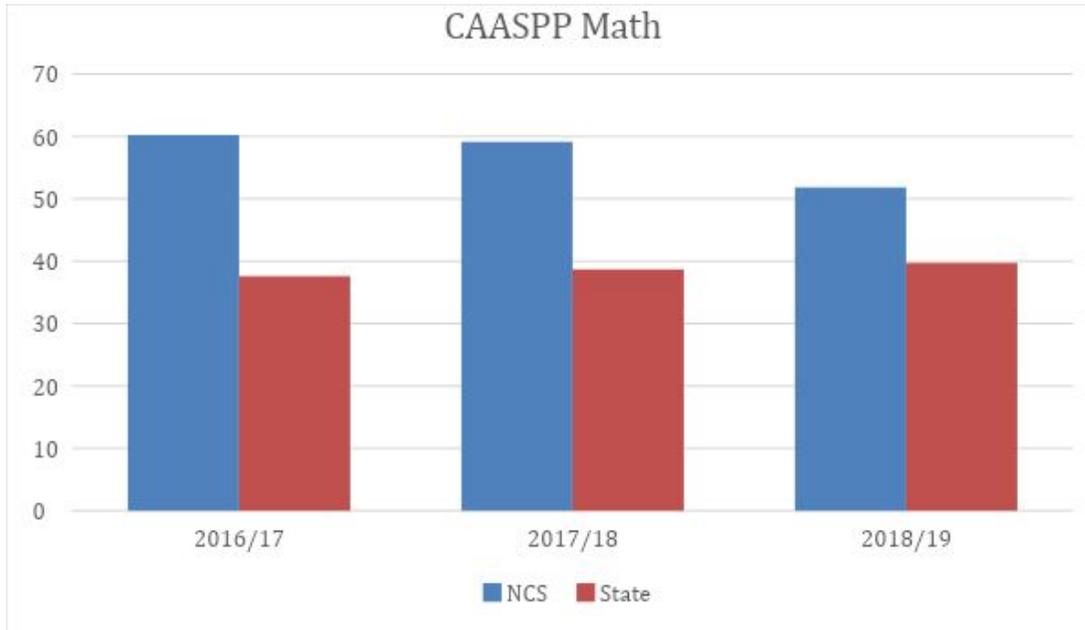
“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

As required pursuant to Section 47607.1(c)(2), on November 6, 2020, the State Board of Education approved a list of assessments qualifying as “verified data” and included CAASPP data as a permissible source to demonstrate measurable increases in student achievement.

The charts below depict NCS students’ performance on CAASPP ELA and CAASPP Math over the course of the past charter term, schoolwide, as measured by the percentage of students meeting or exceeding the standards assessed on CAASPP. Insofar as this metric demonstrates that NCS’ students are mastering the grade-level standards tested on CAASPP administered each spring, at a higher rate than the State, this demonstrates that NCS “achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school,” within the meaning of Section 47607.2(b)(3)(B). These outcomes provide a strong case for the renewal of the Charter School based on its performance relative to the State’s average on that same metric.

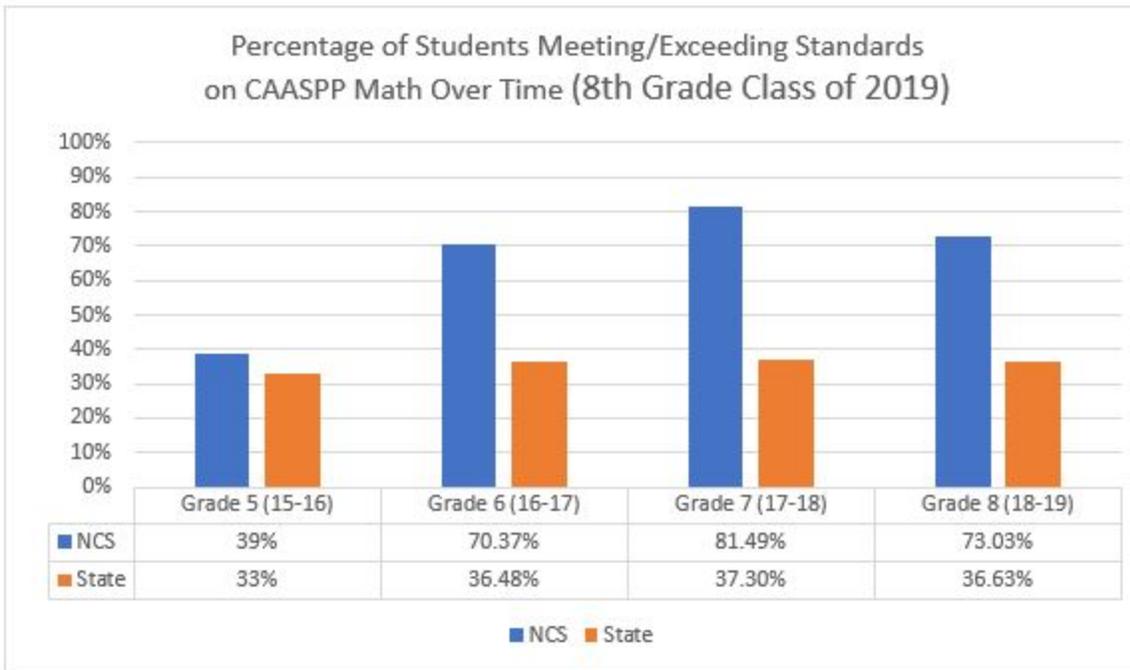
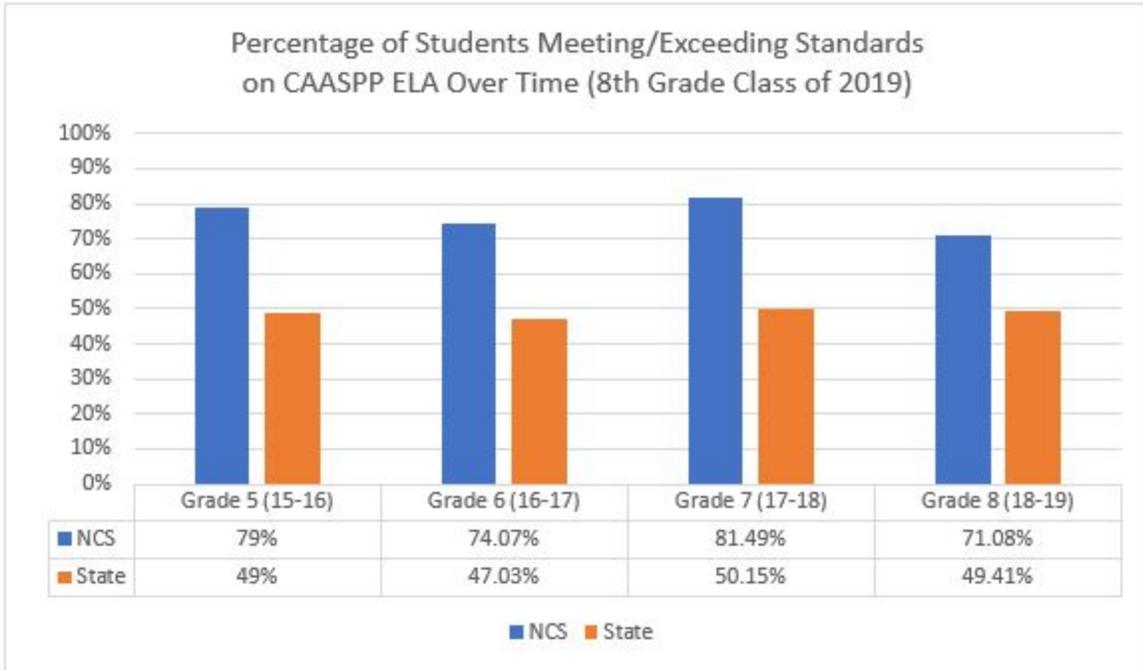


<b>ELA</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>NCS</b>	73.92%	76.73%	65.85%
<b>State</b>	48.56%	49.88%	51.1%



<b>Math</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>NCS</b>	60.25%	59.12%	51.83%
<b>State</b>	37.56%	38.65%	39.73%

Cohort-level data also indicates that NCS students have consistently attained a high level of annual mastery, year over year, which further supports the conclusion that NCS students are experiencing “at least one year’s progress for each year in school.” As indicated in the charts below identifying the performance of the NSC Class of 2019 on CAASPP over time, between 5th grade through 8th grade, more than 70% of students in this cohort have repeatedly experienced mastery of the standards assessed in ELA and math. Notwithstanding slight fluctuations from year to year in the exact percentage, similar fluctuations experienced by the State, this cohort’s year-over-year achievement has repeatedly outperformed their peers, statewide, by a significant margin.



### C. CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

**As demonstrated by the evidence above, the Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.**

## II. EDUCATIONAL PROGRAM

*The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. - Education Code Section 47605(c)(5)(A)(i)*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. - Education Code Section 47605(c)(5)(A)(ii).*

The Novato Charter School is a community of parents and teachers using educational methods that nurture and inspire creativity, critical thinking, and motivated learning. As an institution committed to educating the whole child, the Charter School endeavors to foster the unfolding of each child’s full potential. Guided by the Core Principles of Public Waldorf Education, our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The child’s intellect is appropriately challenged in the middle years and beyond. The education places equal emphasis on a solid academic foundation, artistic expression, social development, and attention to the inner life of the child. An integrated, project-based approach to learning emphasizes a child’s relationship to the natural world while promoting respect for the environment and humankind. Children experience wonder, reverence, and enthusiasm for learning, and as a result, they emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives.

The Novato Charter School offers instruction for Transitional Kindergarten through grade 8. Teachers assigned to 1st through 8th grade classes at NCS remain with the same group of students for more than one, and generally three to five school years. This practice, called “looping,” allows teachers to develop strong relationships with the children and their families, providing consistency and stability both academically and emotionally over the span of multiple school years. Based on a pedagogical model of the developing child, lessons at the Charter School emphasize developmental rhythms. Within this framework, the Charter School’s teachers select and present subject matter using methods inspired by Waldorf education with other best educational practices tailored to the learning needs of each child.

The goal of the Novato Charter School is to nurture the whole child with the objective of enabling students to become self-motivated, competent and life-long learners. We operate out of our articulated school core values of Respect, Collaboration, Creativity and the Art of Teaching, Holistic/Developmental Approach and Accountability.

### **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.

## **Vision**

The Novato Charter School is an educational community committed to the healthy growth and development of the whole child. Through a curriculum that is guided by the Core Principles of Public Waldorf Education, our teachers nurture the imagination in the early years, building a foundation for abstract thinking, gradually and appropriately challenging the intellect throughout the grade levels taught. 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 Charter 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 and 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.

## **Whom the School is Attempting to Educate**

The Charter School educates a broad range of students in grades kindergarten through eight. Parents choose the Novato Charter School for a variety of reasons, which include:

- School-family partnership that supports a common educational vision;
- A desire for their child(ren) to be educated in elementary and middle school with the richness of the Core Principles of Public Waldorf Education;
- Attention/support given to the individual social or emotional needs of the students;
- A belief that their child's needs can best be met through an alternative educational approach;
- A commitment to limit their young child's exposure to electronic media and commercialism;
- An appreciation for a community that teaches and models environmental stewardship.

## **What it Means to be an “Educated Person” in the 21st Century**

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. Each student’s gifts should unfold uniquely, not according to a uniform standard.

The academic attributes of an educated person in the 21st century include:

- Literacy;
- Ability to communicate clearly, both orally and in writing;
- Understanding of the scientific process;
- Knowledge of history;
- Ability to think creatively, analytically, and logically;
- Ability to use technology as a tool;
- Ability to gather and organize information;
- Understanding of the mathematical process including application;
- Ability to critically assess data.

The personal attributes of an educated person in the 21st century include:

- Concentration, focus and perseverance;
- Ability to work cooperatively with others;
- Adaptability;
- A strong sense of connection to and responsibility for the world;
- Valuing relationships, respect for the other and for authority;
- Ability to honor differences including cultural, ideological and philosophical;
- Resourcefulness, confidence and motivation;
- Enthusiasm, a sense of wonder and curiosity;
- A passion for lifelong learning;
- Clearly developed emotional intelligence;
- Ability to communicate with respect and compassion.

## **How Learning Best Occurs**

The Novato Charter School believes that learning best occurs when teaching methods and structures include:

- A model based on research that children have identifiable stages of development;
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child;
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence;
- Teaching from the whole to the part, from synthesis to analysis;
- Academic components framed within an artistic, creative and imaginative context;

- An approach that strives to increase capacities for learning as opposed to one that focuses on an information based model;
- Parent commitment: involvement of parents in a variety of aspects of their child's education and school;
- A solid working relationship between families and teachers;
- Educational models in which the process and outcome are equally important;
- Staff and faculty that is sensitive to each child's personal rhythm and development;
- Limited media exposure;
- A partnership between home and school;
- A model which asserts a cooperative non-competitive approach.

### **Unique Aspects of the Novato Charter School Educational Program**

- Teachers (1st -8th Grades) at NCS remain with the same group of students for more than one, generally 3-5, school years. This practice, called "looping," allows teachers to develop strong relationships with the children and their families providing consistency and stability both academically and emotionally over the span of multiple school years.
- Textbooks are not typically used in the elementary grades. Instead, teachers create presentations and the children make individual books (main lesson books) for each subject, recording and illustrating the substance of lessons. These beautiful main lesson books are an important record of learning and integrate art into every subject.
- A foreign language program is offered beginning in kindergarten, giving the children experience engaging with another culture.
- Next Generation Science Standards (NGSS) are incorporated throughout the curriculum in the younger grades (K through 4th) through observation and experience of our natural environment. Through nature studies, gardening and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants.. In the upper grades (5th through 8th) NGSS standards are explicitly taught followed up with inquiry based, hands on experiments. The experiential component, calls upon the children to observe carefully, ponder, discuss, and draw their own conclusions, either a law or formula. Through this process, the Charter School fosters rigorous independent thinking and sound judgment.
- Multicultural content is integrated throughout the curriculum by means of biography, storytelling, history, art, crafts, music, foreign language, and the practice of seasonal celebrations.
- The humanities curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values of today's world. Children will learn about cultures from an historical perspective following state content standards. Throughout the grades, beginning in kindergarten, teachers tell the children stories from cultures throughout the world. Through exposure to these cultures through their legends, fables, literature and biographies, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts

curriculum is an integral part of these studies culminating in an annual class play performance in the 1st through 8<sup>th</sup> grades. By the close of eighth grade, the students have journeyed from India, Egypt, Persia, Greece, Africa, Rome to medieval history, the Renaissance, the Reformation, the Age of Exploration, recent US History up to the present day.

- Reading and writing are taught in the same way as they originated in the course of human history. First graders hear stories, draw pictures and discover letters in the gesture of pictures. Exposure to phonics is accompanied by the use of songs, poetry, and games that help to establish a joyful experience of language. Through the grades, reading texts are taken from the classical humanities curriculum.
- In Grades 1 through 8, each school day begins with the “Main Lesson,” a two-hour period in which the core curriculum (aligned to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”), and remaining State Content Standards (collectively referred to herein as, “State Standards”) is presented. The main lesson subjects are taught in three to four week blocks. Many blocks are continued later in the term. This approach allows for freshness and enthusiasm, concentrated in-depth experience, and gives the children time to integrate learning.
- For the remainder of the day, the children are engaged in special subject classes and practice periods. All students learn handwork, knitting, crocheting, sewing, and woodworking. Children are introduced to the recorder in the first grade. Other instruments are gradually introduced, leading to choir and strings orchestra in the higher grades. The children learn songs, games, poems, and a foreign language beginning in kindergarten. Through the grades, the foreign language program expands to include reading, writing and grammar. Other arts, such as beeswax, clay modeling, performing arts, puppetry and painting are included in the curriculum, as well.
- Practical work such as crafts and handwork are integral parts of the required curriculum from kindergarten through the eighth grade. Research confirms that brain function is founded on body function. Learning to knit and crochet in the early grades develops fine motor skills that enhance intellectual development. Coordination, patience, perseverance and imagination are also developed through practical work. Activities like woodworking, house building, and gardening are included in the elementary curriculum to give the children an understanding of and respect for how things work in the world.
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### **Curriculum**

Attached as Appendix B, please find examples of what is taught at each grade level.

### **Annual Goals and Actions in the State Priorities**

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to NCS' Local Control and Accountability Plan ("LCAP"), attached as Appendix C for a reasonably comprehensive description of the Charter School's annual goals and specific annual actions to achieve those goals, for all students (i.e. schoolwide) and for each student subgroup eight state priorities identified in Education Code Section 52060(d).

### **Identifying and Serving Students Achieving Above and Below Grade Level**

NCS has high expectations for all students. We are committed to working both with students who are not meeting expected outcomes to help them achieve at expected levels, and with students who are performing above grade level and need additional challenges. A Multi-Tiered System of Supports (MTSS) has been implemented and is supported by the Student Study Team (SST) composed of the Student Services Coordinator, a GE administrator, a GE teacher and the special education teacher. A focus is placed on Tier 1, Universal Supports and Assessments for all students at regular intervals. Students are assessed in each of the core academic performance and content areas (reading, writing, mathematics, history/social science and science) using multiple measures. These measures include teacher observations/narratives, portfolios of written work, main lesson work, various pieces of art, and practice paper; classroom-based tests, quizzes, and homework; and presentations of research papers, projects, or lab results. During the 2020-2021 school year, NCS has implemented Galileo benchmark assessments that will be given to students in 1st through 8th grade three times a year. In addition, shortly after the Charter School receives the California Assessment of Student Performance and Progress ("CAASPP") test scores, teachers work in teams and individually to analyze the results, identify gaps in student achievement, plan and adapt instruction, review CCSS alignment, and create individual learning plans for those students who are not yet proficient on any particular measure.

The first line of intervention, Tier 1, interventions involves analysis of the teachers' systems, procedures and classroom instruction. Teachers are supported by the SST, mentor teachers and buddy teachers to ensure the highest level of healthy structure (to support executive functioning,) social-emotional activities and sequential instruction is delivered to maximize student accessibility. When a student is identified as needing additional support, Tier 2 interventions, including specific accommodations for the student within the classroom instructional setting, small group support and referrals to our after-school Academic Support Programs can be made. When additional interventions are deemed necessary, the teacher shall refer students to the Charter School's Student Support Team ("SST". The SST works with the class teacher, the parents and the student (when age appropriate) to identify additional supports.

The SST identifies three areas that students may need additional support: Learning Support & Care, Discipline & Guidance and Social Inclusion. The SST works in the three areas with additional support staff to create the plan of support for example the special education teacher, the Restorative Justice coordinator and the faculty lead for Social Inclusion. The Social Inclusion branch is supported by a Student Support Action Committee ("SSAC") made up of a dedicated group of 7th and 8th Grade students. The SSAC provides guidance for younger grades including attending recess and at times becoming a "buddy" for a younger student experiencing difficulties. The SST meets regularly and uses a systematic, solution finding approach to determine next steps and interventions to assist general

education teachers (“GE Teachers”) working with students in need of additional supports. All students can benefit from support from the SST, including but not limited to those students achieving below grade in the areas of learning, conduct or social relations, or students achieving above grade level and require greater challenge.

The SST utilizes a variety of approaches including identifying and supporting implementation of intervention strategies, meetings with parents, consultations with external sources (doctors, therapists, tutors, etc.), tracking of students’ progress, and increasing interventions if needed. If interventions are not successful in adequately addressing concerns the SST may refer a student for a special education or Section 504 assessment.

## **Serving English Learners**

### **Overview**

Novato Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School is deeply committed to the success of its English Learners. Teachers at the Charter School will work collaboratively to provide ELs access to the Charter School’s holistic curriculum as well as to academic English language development. Our vision rests on a body of research that supports a multi-sensory approach which enables the raising of expectations of achievement through a developmentally appropriate curriculum. Teachers will work effectively with ELs to ensure that they acquire the English language and academic skills identified in the Charter School’s curriculum and meet CCSS.

Teachers will be supported to utilize specific instructional strategies to develop students’ initial communicative competence in English and the development of disciplinary academic registers in their second language. A combination of inclusion, primary language support, and sheltered instruction will be utilized, where appropriate, utilizing appropriately CLAD or BCLAD<sup>3</sup> credentialed teachers to facilitate student engagement and thus guarantee full participation in class.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School.

### **English Language Proficiency Assessment**

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<sup>3</sup> Or other California Commission on Teaching Credentials recognized certification for serving English Learners.

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- ***Initial Assessment (“IA”)***

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- ***Summative Assessment (“SA”)***

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

Each student will have a specific written plan of support, which may include designated and integrated ELD instruction. Faculty working with the student's family will devise a plan that could include pullout instruction, modified assignments and tutorial sessions. The Charter School will follow all applicable laws related to the testing and service requirements for EL students.

NCS's EL students continue to increase due to extensive outreach efforts. NCS utilizes a number of strategies to support English Language Development (ELD) including the following:

- Developing relationships with EL students and their families is supported by the teacher looping.
- Incorporating programs that encourage EL families to share their culture and language with their children's class and the broader school community.
- Parent buddy system connects current families with new families to facilitate engagement within the class and school community.
- Strategies for instructional support include preview/review, visual cues and graphic organizers.

- Small group instruction with general education teachers and Response to Intervention (RtI) providers.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Special Education Students and Students with Disabilities**

#### **Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”). The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School shall be its own local educational agency (“LEA”) and is a member of the El Dorado County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

The Charter School agrees to adhere to the policies, procedures and requirements of the SELPA regarding services for its student with disabilities, and the terms of the memorandum of understanding between the Charter School and the District effective July 1, 2020 and any amendments thereto (the “District MOU”).

#### **Services for Students under the “IDEA”**

The Charter School shall follow the SELPA policies and procedures and SELPA forms in seeking out and identifying students who may qualify for special education programs and services. The Charter School utilizes the Student Support Team referral process to informally evaluate a student’s need for general education interventions prior to formal assessment unless legal requirements demand formal assessment under state law and the IDEA. For these referrals, the classroom teacher meets with the Charter School staff to share problems encountered in the classroom and to pool the knowledge and suggestions of the team in order to gather suggestions, strategies and a course of action to help the referred student. The student support team provides ongoing review to make sure that the actions

recommended have been implemented and to review student success. Additionally, the entire faculty meets weekly and builds in regular intervals of pedagogical study in their meetings, which focuses on the learning challenges of specific students. This discussion seeks to pool the knowledge and expertise of the entire faculty in addressing student-specific challenges and needs, and to make the staff aware of the nature of a student's challenges. Additionally, specialists meet separately on a weekly basis to review student profiles, challenges and successful strategies in meeting their needs.

All children shall have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("SELPA MOU"), delineating the respective responsibilities of the Charter School and the SELPA. The SELPA MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School is subject to the allocation plan of the SELPA.

A copy of the SELPA MOU is available upon request.

#### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **Distance Learning/Independent Study**

During 2020-21 school closures, Novato Charter School implemented a Distance Learning Program for all students. This program is consistent with our Learning Continuity and Attendance Plan, created in partnership with NUSD and the Department of Public Health and Human Services.

In developing the LCP, Novato Charter School has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, students of color and LGBTQIA. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress that it is placing upon our collective community.

While all learning standards are important and were included in state frameworks design. NCS partnered with Novato Unified School District in selecting essential clusters of standards on which to focus so as to ensure depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content.

A robust Distance Learning Plan includes a combination of synchronous and asynchronous learning. NCS acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

Teachers will provide a thorough review of standards from the 2019-2020 school year, assess for understanding, and provide additional support for the students through whole, group and individual instruction. Teachers will be provided with additional classroom aides to support small group instruction. Teachers will use electronic tools and platforms to provide instruction such as live classroom instruction, adherence to essential standards as outlined by the district, opportunities for synchronous and asynchronous instruction. Teachers will comply with norms requiring daily live interaction with students, assessment of student work and provide student to student interaction. Google classroom will be used throughout the school year including during fully remote and hybrid instruction.

### **III. MEASURABLE PUPIL OUTCOMES AND METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B)*

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. - Education Code Section 47605(c)(5)(C)*

#### **Goals, Actions and Measurable Outcomes Aligned with the State Priorities**

The Charter School has established clearly defined schoolwide and student subgroup outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

The Charter School will pursue school-wide and subgroup outcome goals, as measured by multiple and varied interim assessments that are aligned to state and federal standards, including CCSS, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

- The subgroup consists of at least 30 pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

The NCS aligns its practices and sequence of Common Core State Standards delivery with the Alliance for Public Waldorf Education’s guidelines.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure

that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on the Charter School's website and is included in Appendix C. NCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### **Student-Centered Assessments**

NCS shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

The teachers at the Novato Charter School pay close attention to curricular content as it relates directly to the students' emotional experiences of life, their imaginations, creativity, and artistic expression. At the same time, the students will be assessed in each of the core academic performance and content areas (reading, writing, mathematics, history/social science and science) using multiple measures. These measures include teacher observations/narratives, portfolios of written work, main lesson work, various pieces of art, and practice paper; classroom-based tests, quizzes, and homework; and presentations of research papers, projects, or lab results (referred to in the chart below as "alternative assessment measures").

Student progress and development are carefully monitored and formally reported annually to the parents at parent-teacher conferences. Additionally, a parent or teacher may request a conference at any time. Mid-term and year-end reports on each child are prepared and given to parents.

While mid-year reporting highlights the child's progress to date, the year-end report includes an overview of the year stating what was taught during each learning block. The second part of the report will be a written narrative of the child describing academic performance, social and emotional development, and artistic expression. The child's strengths and achievements will be highlighted, and areas for further progress identified. The third part of the report will include a skill area rubric, aligned with the NCS academic/State Standards.

Student assessment is uniquely facilitated at the Novato Charter School by the fact that teachers remain with the same group of students for more than one, generally 3-5 years. In this way, teachers develop a comprehensive understanding of each student's academic strengths and weaknesses and learning styles. Targeted teaching strategies and instructional adaptations are then easily designed to meet individual needs. The assessment process begins at a faculty retreat at the beginning of every school year. It is also a pedagogical focus in weekly faculty meetings. Shortly after the Charter School receives the California Assessment of Student Performance and Progress test scores, teachers work in teams and individually to analyze the results, identify gaps in student achievement, plan and adapt instruction, review CCSS alignment, and create individual learning plans for those students who are not yet proficient on any particular measure.

CCSS-aligned assessment tools vary depending on grade level. In grades K-2, students are evaluated using observational methods and benchmarks. These measures reflect a child's progress toward meeting each standard and identify students "at promise." In grades 3-8, in addition to standardized tests, teachers use a variety of assessment tools, including standard-based rubrics, portfolios of written work, tests, oral presentations, projects, artwork, and lab assignments. These tools not only measure whether students are developing necessary skills, but also demonstrate their ability to apply gained knowledge to solve real-world problems. An example of a "hands on" activity that measures students' ability to utilize mathematical concepts, are projects such as cooking, building a chicken coop or constructing a kindergarten playhouse.

All students at NCS are continuously apprised of the expectations to meet grade-level standards and achieve proficiency. In middle school, for example, teachers develop CCSS-aligned rubrics for students. *Before* beginning any research project, test, or book report the class teacher reviews rubrics, and assignment standards with all students. Students revise and evaluate their own progress in the fulfillment of grade expectations. The teacher is available to any student who needs support or clarification of expectations. Because NCS is a parent-initiated educational institution, parent involvement and support for their children's education is extensive. Communication between the faculty and parents is continuous and takes place through a variety of mediums such as periodic conferences, trimester reporting, end of unit written reports, emails, quizzes that require parental signatures, and a weekly newsletter.

### **Use and Reporting of Data**

The faculty and board of the Novato Charter School work collaboratively to review data for student and school improvement. Professional development days and board and faculty retreats are scheduled throughout each school year to review data from multiple measures including CAASPP test results, parent surveys, and school improvement plans. In these strategic planning sessions, the faculty and board utilize all data to develop clear and measurable objectives for continued school and student improvement.

The Charter School utilizes its data to provide the District with an annual presentation. NCS and NUSD will jointly develop the content, evaluation criteria, timelines, and process for the annual presentation.

### **Oversight and Responding to Inquiries**

NUSD may inspect or observe any part of the Charter School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by NUSD without the mutual consent of the Board of Directors of the Charter School.

In accordance with Education Code Section 47604.3, the Charter School shall respond promptly to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the Marin County Office of Education, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

#### **IV. GOVERNANCE STRUCTURE OF THE CHARTER SCHOOL**

*The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. - Education Code Section 47605(c)(5)(D)*

##### **Non-Profit Public Benefit Corporation**

Novato Charter School is organized and operated as a California non-profit public benefit corporation and is therefore a legally and operationally independent entity from Novato Unified School District. NCS follows a direct-funded model and is an independent charter school. The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

NCS reserves the right to negotiate a variety of service contracts with NUSD, with the understanding that neither party will be obligated to either provide or accept services, but will do so only by mutual agreement. Details of such agreements will be maintained in the Memorandum of Understanding (“MOU”) between NUSD and NCS.

Novato Charter School’s Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached as Appendix E.

##### **Board of Directors**

Subject to the limitations of this charter and of the NCS articles of incorporation and bylaws, the governance of the Charter School will be under the authority of the Board of Directors (also referred to as the Board”) and its duly elected directors. The Board shall be responsible to ensure that the Charter School is in compliance with all aspects of its charter, its articles of incorporation and bylaws, and applicable state, federal, and local laws and regulations.

The manner in which Board members are appointed and term information is included in the Charter School’s bylaws, attached in Appendix E. In accordance with Education Code Section 47604(c), the District is entitled to a single representative on the Board of Directors of NCS.

##### **Board Meetings and Duties**

###### **Board Meetings**

The Board of Directors of the Charter School will meet regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). Novato Charter School complies with the Public Records Act. Time will be set aside at each of Board’s meetings for public comment.

## **Board Duties**

The Board of Directors governs as one and shall have ultimate responsibility to:

1. Ensure that the Charter School remains true to its mission and vision statements as they appear in this charter with primary responsibility to students, their families, the surrounding community, the Novato Unified School District, and the taxpayers of the state of California.
2. Ensure that the Novato Charter School is in compliance with all aspects of its charter and applicable State and local regulations.
3. Ensure the ongoing viability of the Novato Charter School
4. Hire, supervise, evaluate, discipline, and dismiss the Director of the Charter School.
5. Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff.
6. Approve and monitor the Charter School's annual budget and budget revisions
7. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
8. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
9. Establish operational committees as needed.
10. Regularly measure progress of both student performance;
11. Execute all applicable responsibilities provided for in the California Corporations Code.
12. Engage in ongoing strategic planning.
13. Approve the school calendar and schedule of Board meetings.
14. Review requests for out of state or overnight field trips.
15. Participate in the dispute resolution procedure and complaint procedures when necessary.

16. Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration.
17. Approve annual independent fiscal audit.
18. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The NCS Board of Directors may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

Under no circumstances will a Board member vote or participate in a discussion relating to a matter in which he/she has a personal financial interest.

The NCS Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the charter school any of those duties, with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Conflict of Interest**

The Charter School shall comply with applicable provisions of the Political Reform Act the Corporations Code. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix E. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

### **Chairperson of the NCS Board of Directors**

The Chairperson of the NCS Board of Directors shall conduct all NCS Board of Directors meetings. The Chair shall be elected by the Board during its first regular meeting following the seating of newly elected members (i.e., annual meeting). In the absence of the Chair, meetings shall be conducted by a Board designee. The Chair or designee shall also direct the Board's annual evaluation of the Charter School Director.

### **Board Training**

The Charter School Board shall seek regular training regarding board governance and legal compliance.

### **Charter School Director Responsibilities**

The Charter School Director is to the NCS Board of Directors what the Superintendent is to the NUSD Board of Trustees.

The Director provides educational leadership, oversees pedagogy, and ensures that the educational program is aligned, and the experience of students concurs with the mission and vision of the Charter School, and its charter. The Director identifies, develops, implements, and manages all aspects of curriculum and Faculty development, and directly supervises the activities of the Chief Financial Officer, Operations Manager, Student Services Coordinator, Office Manager, and Faculty.

#### **General Duties:**

- Oversee development, implementation and evaluation of the educational program, making recommendations and changes as necessary to ensure that CCSS, best practices, and the Core Principles of Public Waldorf Education are integrated.
- Ensures that each teacher develops a yearly professional development plan and goals and conducts formal teacher evaluations.
- Act as Administrative Designee, if necessary, in providing special education services. Supervise resource staff and outside agencies, participate in SST and IEP meetings, if necessary.
- Plans as necessary. Communicate with the Novato Unified School District's Student Services staff as needed.
- Manage student discipline and crisis/behavior interventions.
- Lead the teacher hiring process, described below. Ensure compliance with all applicable Federal and State credentialing and other regulations.
- Attend community meetings, assemblies, open houses, and other significant festivals and events throughout the school year. The Director is seen as an active "public face" of the school to the parent body and broader community.
- Communicate and report to the Charter School Board of Directors.
- Oversee school finances to ensure financial stability.

- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District.
- Identify the staffing needs of the Charter School and offer staff development as needed.
- Maintain up-to-date financial records.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote the Charter School in the community and promote positive public relations and interact effectively with media.
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District.
- Provide all necessary financial reports as required for proper attendance reporting.
- Develop the school annual performance report, the SARC, and the LCAP.
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third-party provider.

### **Faculty Chair**

The Faculty Chair or designee(s) will be responsible for attending all NCS Board/Faculty Exchange meetings and all Faculty meetings. The Faculty Chair will be responsible for communicating the recommendations of the faculty to the Charter School Director and assisting the Charter School Director with curriculum implementation. The Faculty Chair or designee will participate in the dispute resolution procedure and the complaint procedure as necessary

### **Hiring Committee**

All full-time teachers will be screened and interviewed by a hiring committee, which will make a recommendation to the Charter School Director for a final decision.

The hiring committee shall consist of the Charter School Director, two faculty members, a member of the Charter School Board of Directors, and a parent of a Charter School student.

A vacant position for Charter School Director will be filled by a recommendation of a committee to the NCS Board of Directors, for a final decision by the Charter School Board. The Committee shall consist of a parent representative appointed by the Board of Directors, a member of the NCS Board of Directors, and a faculty member. All hiring is subject to each employee submitting fingerprints and a criminal background summary as described in Education Code Section 44237.

### **Stakeholder Engagement**

The Novato Charter School began as a parent-led initiative. As such, it owes much of its success to the level of effective parent participation and contributions. For example, the Board is currently composed exclusively of parents of students attending the Charter School. NCS has a founding tenet and longstanding practice of fostering broad and meaningful stakeholder engagement.

As part of the Local Control and Accountability Plan process, at the beginning of the calendar year, NCS surveys all families, middle school students and specialty teachers. In the spring, data gathered from these surveys, and the most recent results of the CAASPP, are evaluated by the entire faculty and staff, and by the Board, to jointly develop the LCAP for the following school year.

Throughout the year, the Charter School's stakeholders are briefed by the Charter School's administration on the implementation progress of the goals under the LCAP.

Ensure parental involvement - parents on board, survey for lcaph... Talk about all parent board

Additional opportunities to elicit parent input include:

1. NCS Board of Directors, composed entirely of parents of current students
2. Monthly Coffee & Community events
3. Student feedback from informal conversations
4. Communication and feedback from working parent committees

## V. EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the charter school.  
-Education Code Section 47605(c)(5)(E)*

### **Faculty**

The faculty, as provider of the day to day teaching and guidance to NCS students, is the primary resource of the Charter School. The faculty consists of the classroom teachers. All faculty, mentors, and aides report to the Director. The Director shall provide ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate.

The faculty will be responsible for making recommendations and assisting the Charter School Director in the creation of and the implementation of the curriculum and ensuring that the curriculum reflects the mission and vision of the Charter School as well as recommendations regarding the purchase of any supporting curricular materials, programs or devices.

### **Teachers:**

#### **Qualifications:**

- Bachelor of Arts degree
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Demonstrated subject matter competence
- Waldorf Teaching Certificate or knowledge of Waldorf-inspired teaching methods
- Experience in Waldorf-inspired educational environment

### **Instructional Aides:**

This category of employees includes NCS instructional support staff who do not teach academic subjects.

#### **Qualifications:**

- Demonstrated subject matter competence
- Minimum one year experience teaching in an educational environment
- Non-teaching Instructional aides shall meet the following requirements:  
Minimum of one-year experience in instructional support.

### **Director:**

The duties of the Director are described in the preceding element.

#### **Qualifications:**

- Bachelor of Arts degree
- Commission on Teacher Credentialing certificate or administrative credential
- Waldorf Teaching Certificate of knowledge of Waldorf-inspired teaching methods
- Three or more years of experience in senior level administration
- Three or more years of experience in a position of fiscal responsibility

**Chief Financial Officer:**

Responsible for the fiscal responsibilities of the school. Ensures that the Charter School has the resources and clear and streamlined procedures for an efficient operation, to manage risk effectively, comply with applicable law, and be financially sound. Represents the Charter School in financial matters, as needed.

**Qualifications:**

- Bachelor of Arts degree
- Knowledge of bookkeeping and general accounting principles
- Three or more years of experience in a position of organizational fiscal responsibility

**Operations Manager**

Operations management. Supports the Charter School’s mission and brand by acting as the Communications Strategist. Coordinates maintenance for Charter School facilities and acts as Project Manager in projects. Represents the Charter School in operational matters, as needed .

Qualifications:

- Three years or more year of increasingly responsible professional experience in a similar field
- Experience working in a public or charter school or district
- Bachelor of Arts degree
- Experience with compliance regulations
- Experience with facilities management

**Student Services Coordinator**

The Student Services Coordinator supports student success by working with the administration, faculty, parents and students to ensure academic and social emotional expectations are met by all student populations.

**Qualifications:**

- Bachelor of Arts degree
- Administrative Credential
- Three or more years of teaching experience
- Knowledge of school pedagogy

### **Office Manager:**

#### **Qualifications:**

- Any combination of educational experiences equivalent to graduation from high school, supplemented by college-level course work in office management or a related field
- Three years of increasing responsibility in school office management experience, including at least one year in an educational environment.

### **Bookkeeper:**

#### **Qualifications:**

- Any combination of educational experiences equivalent to graduation from high school, supplemented by college-level course work in office management or a related field
- Three years of increasing responsibility in school office management experience, specifically in back office support roles including accounting skills and knowledge of accounting principles

### **Office Floats:**

#### **Qualifications:**

- Experience working with elementary aged students
- Organizational skills and/or experience working in an office setting

### **Personnel Policies**

The current Employee Handbook is attached to this Charter as Appendix F

## **VI. HEALTH AND SAFETY PROCEDURES**

*The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. - Education Code Section 47605(c)(5)(F)*

NCS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies include the following:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

The Charter School will adhere to all law related to legally required immunizations for entering students and all enrolled students will be required to provide records documenting immunizations as is

required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 and applicable District policy regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Vision/Hearing/Scoliosis**

The Charter School shall adhere to Education Code Section 49450, et. seq., as applicable to the grade levels served by the Charter School, and shall ensure compliance with any other legal requirement related to vision/hearing/scoliosis testing to ensure that NCS students are screened in the same manner as a student enrolled in a California non-charter public school.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

### **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

## **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

## **Emergency Preparedness**

Formal Safety and Emergency Preparedness and Physical Well-being programs and policies back the Novato Charter School's commitment to its students' health and safety.

In close coordination with the Novato Unified School District, NCS has developed, and continuously updates, its Emergency Preparedness Plan (attached as Appendix G) which covers:

- Emergency procedures
- Emergency supplies
- Student release policies
- Configuration and responsibilities of emergency teams
- Evacuation routes and utility shut-off locations
- Communication protocols

The Charter School's Emergency Preparedness Plan has been drafted specifically to the needs of its facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

## **Bloodborne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

## **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

## **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## **Media Policy**

The NCS has a unique media policy, included in the Parent Handbook that the Charter School expects parents to uphold. Because we believe that the impact of electronic media can have detrimental effects on a child's healthy growth and development, we encourage families to incorporate our media free philosophy into their daily lives. To that end, we request that our families put forth a conscious effort to significantly reduce or eliminate the use of media (television, videos/DVDs, video games, computer games, and feature movies) for children.

While limiting or eliminating media from a child's life might be challenging in today's world, families at NCS often find that more free time means more creative and outdoor play and more quality time together. Our dress code policy also disallows overt display of media images.

## **Drug Free/Smoke Free Environment**

The Charter School shall maintain a drug and alcohol and smoke free environment and shall annually conduct age appropriate prevention programs.

**VII. MEANS TO ACHIEVE BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS REFLECTIVE OF THE DISTRICT**

*The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. -- Education Code Section 47605(c)(5)(G)*

NCS’s racial, ethnic, special education, and English learner makeup in the 2020-21 school year is as follows:

American Indian or Alaskan Native	0.4%
Asian	3.4%
Pacific Islanders	0.0%
Filipino	0.0%
Hispanic/Latino	10.0%
African American	1.1%
White (not Hispanic)	82.6%
Multiple or no responses	2.5%
Special education	8.0%
English learners	3.0%

While admission to NCS is – by law, due to demand exceeding capacity - determined by a random lottery, the Charter School’s growing outreach initiatives have created rising interest from Hispanic/Latino families and English Language Learners.

The growth in the proportion of Hispanic/Latino and English learner students to the total number of new students enrolling at the Charter School, demonstrates the effectiveness of those strategies, and suggests the emergence of critical word of-mouth referrals from Hispanic/Latino families:

2018/19	14.3%
2019/20	20.0%
2020/21	23.5%

Other Outreach strategies:

- Creation of a bilingual flyer to distribute to the community
- Website site with Spanish Language availability
- Annual attendance at the NUSD TK/K Informational presentation

- Informational Evening led by Spanish Speaking faculty

## **VIII. ADMISSION POLICIES AND PROCEDURES**

*Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). - Education Code Section 47605(c)(5)(H)*

### **Overview**

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School's enrollment policy and procedures are attached as Appendix H.

## **IX. FINANCIAL AUDIT**

*The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. - Education Code Section 47605(c)(5)(I)*

Annual independent fiscal audits will be completed as required by law. The Novato Charter School Board of Directors will choose the auditor. The auditor will be a licensed CPA and have a working knowledge of public school accounting practices and shall be on the list of State Controller approved educational auditors. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and reviews the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School and in accordance with the applicable charter school specific audit guide regulations. Copies will be delivered to NUSD, MCOE, CDE and the State Controller no later than December 15 following the year of audit. The Board will work with the administration in consultation with NUSD to ensure that any and all audit errors and omissions will be resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

A description of the scope of the audit, the manner in which NCS will provide NUSD with regular financial updates and a process for resolving audit exceptions will be addressed in the Memorandum of Understanding between NCS and the NUSD.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

NCS will manage the Charter School in a fiscally, legally and ethically responsible manner and will respond promptly to all reasonable inquiries from the District, including inquiries regarding financial records.

## **X. PUPIL SUSPENSION AND EXPULSION POLICY AND PROCEDURES**

*The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). - Education Code Section 47605(c)(5)(J)*

### **Overview - Behavior & Restorative Discipline**

At Novato Charter School, we acknowledge that relationships are central to building community. We believe that disputes can only be resolved when there is a genuine desire and effort on the part of everyone involved to understand the various viewpoints, and a commitment to work through the differences that underlie our disagreements. Our social environment is one in which work, play and learning take place in ways that foster inclusiveness and recognize the voice of each individual, even while addressing conflict.

The core belief of restorative discipline is that students will make positive changes when those in positions of power do things *with* them rather than *to* them or *for* them. We believe that there is no such thing as a "disobedient child" but instead at times children fall into being a "disoriented child." The premise is that children want to be positively contributing and participating community members but when they are disoriented they experiment with finding ways to have their needs met in ways unproductive to them and their classmates.

Restorative Discipline insists on accountability without blame. Children are encouraged to take responsibility, make amends for actions as appropriate for age and problem behavior, and set a new intention for themselves as they move past an inappropriate incident. Using a Restorative Discipline model does not mean that we allow misbehavior or disruptions or an unsafe environment for others. It means that instead of following the traditional paradigm for discipline where accountability means the student who broke the rule is punished, Restorative accountability means the student who misbehaved or caused harm acknowledges behavior and then has the willingness to take actions to set things right or repair the relationship. Restorative Discipline does not eliminate traditional discipline practices but instead offers an alternative way of working resolving misconduct when students are willing.

Attached, please find the NCS suspension and expulsion policy as Appendix I

The Charter School will annually review and update this policy as needed, shall submit any proposed revisions to the District for review and input prior to final adoption by the Charter School Board, and shall publish this policy in student handbooks (provided annually) notifying students and parents/guardians of any changes from previous policies.

## **XI. RETIREMENT SYSTEMS**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. - Education Code Section 47605(c)(5)(K)*

Employees of NCS will participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), or Social Security as applicable to their position at the Charter School. The Employee Handbook regarding these positions is broken out as to specify coverage for each position. (The Handbook is attached as Appendix F.) NCS will also make contributions for workers' compensation insurance, and any other payroll obligations of a California employer. The Novato Unified School District shall cooperate as necessary to forward any required payroll deductions and related data to the proper authority. The Charter School shall inform all applicants for positions within NCS of the retirement system options for employees of the Charter School. The District shall create any reports required by STRS and PERS and the District or County Superintendent of Schools that reports to those systems pursuant to Education Code Section 23004 or Government Code Section 20221 shall submit the required reports. The Chief Financial Officer shall be responsible for ensuring that appropriate arrangements are made for retirement coverage.

## **XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Education Code Section 47605(c)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within their school of residence according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

### **XIII. EMPLOYEE RETURN RIGHTS**

*The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. - Education Code Section 47605(c)(5)(M)*

No public school employee shall be required to work at the Charter School. All employees of NCS are employees only of NCS, and shall have no right of return, employment, or gain of seniority at NUSD except as specifically granted by NUSD at its discretion according to its own policies and procedures and collective bargaining agreements.

#### **XIV. DISPUTE RESOLUTION PROCESS**

*The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. - Education Code Section 47605(c)(5)(N)*

##### **Disputes Between the District and the Charter School**

In the event that the Charter School or District have disputes regarding the terms of this charter or any other issue regarding the Charter School and District relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and Board members of the Charter school and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Director of the Charter School. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, the Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. This process is not intended to supplant or impede the ability of the District to pursue revocation under Education Code Section 47607.

The Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Director of the Charter School and attempt to resolve the dispute within fifteen (15) business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Director shall meet to jointly identify a neutral third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of obtaining a mediator shall be split equally between the District and the Charter School. Each party shall be responsible for its own costs related to any other portion of the dispute resolution process herein. All timelines and procedures in this section may be revised if mutually agreed upon by the District and the Charter School. If mediation fails to resolve the dispute, either Party may pursue any legal remedy available to it.

##### **Internal Disputes**

NCS follows an internal communication model to resolve internal disputes. This model is described in Appendix J. If the District receives any complaints regarding NCS, it shall promptly forward them to the Charter School for resolution. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **XV. CLOSURE PROTOCOL**

*The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. - Education Code Section 47605(c)(5)(O)*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Marin County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The

Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, in the event of dissolution, shall be distributed in accordance with the Articles of Incorporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by its budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **XVIII. MISCELLANEOUS CLAUSES**

### **Impact on the District**

*Potential civil liability effects, if any, upon the charter school and upon the school district.  
(Education Code Section 47605(h)).*

Novato Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. NCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Novato Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Term**

The term of this charter shall be July 1, 2021 to June 30, 2026.

### **Material Revisions**

Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605, and in accordance with Education Code Section 47607.

### **Renewal**

NCS may submit its charter for renewal to NUSD any time during the final year of its five-year term, but in no case later than April 1<sup>st</sup> of that year.

Renewals shall be governed by the standards and criteria in Education Code Sections 47605 47607, and 47607.2, applicable regulations, and District Board Policy 0420.4 regarding charter schools.

### **Budget and Financial Reporting**

*The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached, as Appendix K, are the following documents:

- Financial projections for four years of operation
- Independent Audit Report for FY2019

The Charter School shall provide reports to the District and County as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

### **Insurance**

The Charter School maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

### **Administrative Services**

*The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services, including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

### **Facilities**

*The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

Since 2001 the Novato Charter School has been located at 940 C Street approximately 2.3 acres. Its facilities include:

- 12 modular classrooms (960 sq/ft ea.)
- 2 bathroom buildings (480 sq/ft ea.)
- 1 Community Room (1920 sq/ft)
- 1 Resource Room and Computer Lab (960 sq/ft)
- 1 Administration Building (960 sq/ft)
- West Side & North 40 Play Fields
- Soccer Field
- Middle School Sports Court
- Organic Garden

### **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

## **XIX. CONCLUSION**

By renewing the NCS charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year renewal term from July 1, 2021 to June 30, 2026.