



NOVATO UNIFIED SCHOOL DISTRICT
LCAP COVID-19 Written Report
Approved by Board of Trustees June 16, 2020

NOTE: Links for additional information are underlined.

Question 1

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In response to Governor Newsom's shelter-in-place executive order, NUSD quickly recognized the scale of the challenges school closure presented, prioritized tasks and implemented actions to support students and their families. Decisions were made with input and guidance from [public health agencies](#), [California Department of Education](#), [California Education Laws and Code](#), [Marin County Office of Education](#), community organizations, [NUSD's Board of Trustees](#), [district parent advisory groups](#), central office personnel, school staff, students and parents.

Distance Learning

NUSD implemented a remote learning program consisting of a combination of direct and self-directed instruction. Delivering instruction virtually to students required connectivity to the internet and appropriate devices. As student's embarked on learning remotely in March, NUSD's [information technology](#) (IT) personnel collaborated closely with [service providers](#) and staff to ensure that students had reliable at-home access to the internet and working devices. Instructions to connect to wifi hotspots were made available in English and Spanish, and a [help desk](#) was available to resolve problems. Families were also provided with virtual tutorials to support remote learning.

Emotional Support

COVID-19 deeply affected some NUSD students and the delivery of school-based mental health services. NUSD mental health professionals mobilized to provide students and their families with a system that met a variety of mental health needs. Staff added COVID-19 information and resources to the NUSD Wellness webpage, communicated with parents virtually through Facebook Live events ([English/Spanish](#)), and conducted confidential counseling sessions virtually or by phone. Site principals worked with teachers to monitor which students needed referrals for support from mental health personnel.

Meal Program

From the start of NUSD schools being closed, economically disadvantaged and food insecure students were supported by NUSD's food services department. Three meals a day were provided to all students under 18 for [pick-up](#) at secure locations throughout Novato.

Communication

From the onset of the shelter-in-place mandate, NUSD provided parents and the community online [resources](#) to support learning from home, remain [informed](#) regarding NUSD's response to the health crisis, and opportunities for families to provide [input](#) to district leaders.

Question 2

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

English Learners

To ensure that English learners (EL) continued to receive required designated and integrated English Language Development (ELD) instruction during the school year, teachers facilitated small group virtual instruction and supported the use of on-line learning programs. To prepare teachers to provide ELD remotely, they were provided professional development and a multitude of [resources](#). NUSD provided [Imagine Language and Literacy](#) online adaptive digital curriculum for 6-12 students. Families were trained on how to access Imagine Language and Literacy at [home](#). NUSD also produced Spanish-narrated how-to videos for Zoom, [Google](#) and [Google Classroom](#).

NUSD drew upon the expertise of newcomer counselors and community liaisons to serve as a source of continuity for immigrant students. The existing [webpage](#) for newcomers provided up-to-date academic and wellness resources, counselors scheduled individual counseling sessions using the online platform [Calendly](#), and community liaisons established ongoing meetings with counselors to monitor student needs.

Foster Youth

To support foster youth, district personnel communicated with families to ensure access to the Internet, a device for on-line learning, information regarding the availability of free meals and a list of referrals to community organizations who offered additional support. In May, NUSD entered into an agreement with Marin County Office of Education (MCOE) to provide additional tutoring services for identified foster youth.

Low-Income Students

On March 16, 2020, the Food and Nutritional Services Department(FANS) started offering all students under the age of 18 meals for pick-up at designated locations. In May, parents/guardians of children who were eligible for the Free and Reduced Meal Program (FRMP) were offered [Pandemic EBT benefits](#). A Family could apply to receive up to \$365 per child to purchase food. Additionally, MTSS personnel created an Emergency Resource Page in [English](#) and [Spanish](#), to provide families with timely and credible information.

Question 3

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

On March 11, 2020, all K-12 teachers were trained to facilitate [Google Classroom](#) with their students. In addition, a vast [list of online resources](#) was curated to support remote learning and published in a digital library. March 30, was dedicated for [professional development](#) regarding [best practices for remote learning](#). Afterwards teachers were encouraged to join a Facebook group to share best practices. Grades 6-12 teachers were given access to [APEX learning tutorials](#), and Imagine Language and Literacy Learning to support minimizing gaps in academic achievement. Pedagogy suggestions for English learners were distributed to all teachers. A wide range of adaptive software was used for students with IEPs.

Early on NUSD created resource maps ([English](#) and [Spanish](#)) to assist teachers, students and families to understand what [resources](#) were available to support distance learning. This network of information fostered sharing of resources, an increased awareness of the specific needs of students, and supported the well being for the entire learning community .

Throughout learning remotely teachers continued to implement project-based learning by leveraging online communication to hold whole class, project team or one-one-one meetings. Transitioning to distance learning was also made easier by NUSD's work related to [Proficiency Based Education](#), which focuses on learning experiences tied to skills, and in which every student works at their own pace to master aligned outcomes.

NUSD worked hard to capture parent voices during distance learning. This resulted in robust input regarding [grading policy](#) and views pertaining to learning experiences for students and their families. The community of Novato also provided support and learning opportunities for students. Teachers drew on the wealth of experience and knowledge that resides within the community through virtual guest speakers. [Local libraries](#) provided books and wifi hotspots, PTSA's launched caring interactions, mental health partners supported students, and donations were made by generous benefactors to provide technology to NUSD's youngest students.

Question 4

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

- Friday March 13, 2020 NUSD FANS Department submitted to CDE their CDE form for meal flexibility waiver for the Seamless Summer Feeding Option. The FANS department created a written procedure to ensure they are able to maintain accountability and program integrity. <https://www.cde.ca.gov/ls/nu/cnpparentmealpickupwaiver.asp>
- On Monday March 16, 2020 the FANS Department started serving meals to the community at designated locations within our District. We separated our staff in groups of 3 to social distance 6 feet apart and to wear face masks and gloves and appropriate PPE with the guidance of CDE and the Marin County Department of Health recommendation guidelines.
<https://www.marincounty.org/depts/cd/divisions/environmental-health-services>
- Since March 16, 2020 families have arrived at our designated serving sites to receive their meals as a drive up service or to pick up on a designated table. The service sites are Hamilton School, Lynwood Elementary, Loma Verde and Hill Education Center. FANS Staff are on site for service between 11:30 - 1:00pm in their PPE. Total meals per day have averaged 1,200 for breakfast and 1,200 for lunch.
- On Wednesday May 6, 2020, following all guidelines NUSD started offering the Supper Program additionally through the CDE CACFP Meal Flexibility Waiver in conjunction with their NSLP Breakfast and Lunch meals.
<https://www.cde.ca.gov/ls/nu/covid19cacfpwaiverapp.asp>

Question 5

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

NUSD delivered a distance learning program that met a wide range of needs. Staff utilized collaboration platforms such as [Google Classroom](#), [Zoom](#), [Class Dojo](#) and [Seesaw](#) to facilitate paperless communication between students and their families. Teachers interacted with students virtually at least one to two times a week. Many teachers progressed to connecting virtually with students daily. During the first week schools were shuttered, 93% of 3-12 students were engaged in distance learning. In March, TK-2 students were provided with paper packets of academic work they could download and print from home, or pick-up from school following social distancing protocol. To incorporate online student-teacher communication as part of the instructional day, K-2 students were given Chromebooks and iPads in April. Paper assignments continued to support students while they developed online learning skills and transitioned to participating in live classes.

NUSD addressed the needs of remote learning programs for both general and special student populations. Members of the [Special Education Department](#) worked with students and their families to provide inclusive services. Students were given digital devices with accessibility features to accommodate learning, meetings were held to amend IEP goals to include online learning objectives, and services were provided virtually and telephonically. For students with 504 plans eligibility meetings were held remotely and plans were made to accommodate remote learning. To communicate with Spanish-only speaking students and their families, bilingual community liaisons served as interpreters, COVID-19 communications from NUSD leadership were made available in [Spanish](#), and NUSD's [Facebook Español](#) provided up-to-date information. Districtwide, staff reached-out to students experiencing homelessness and in foster care to ensure they were provided with resources available to them

The Coronavirus outbreak exacerbated many issues vulnerable students faced under normal circumstances. A multi-tiered approach was used to contact students who did not interact with teachers virtually, send or respond to emails, had missing assignments, and showed signals of distress. If a teacher was unsuccessful communicating with a student, school site administrators and counselors used email, texts, phone calls and home visits to communicate. If they were unsuccessful, district administrators and mental health professionals worked together to contact students and their families.