



NOVATO UNIFIED SCHOOL DISTRICT



Learning Continuity and Attendance Plan

2020-2021

PROGRAM PLANNING AND ACCOUNTABILITY CYCLES

Local Control Funding Formula and Accountability (LCFF)

- The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services they receive to allow all students to succeed to their greatest potential.

Local Control Accountability Plan (LCAP)

- The LCAP is a three-year plan that focuses on state and local priorities, and outlines goals, actions, services and expenditures that support student well-being and achievement.
- The LCAP must be reviewed annually.



2019-2020 SCHOOL YEAR

2019-20 Planning and Accountability Cycle Goals

- To complete 2019-20 LCAP Annual Review and create 2020-23 LCAP.
- NUSD held meetings with a variety of stakeholder groups to gather input to review and create plans.

Response to COVID-19 Pandemic

- In March of 2020, Governor Newsom issued an executive order which mandated shelter in place. School campuses were closed, and NUSD switched to a distance learning program for the remainder of the school year.
- Accountability requirements were altered for 2019-20. The Annual Review and 2020-23 LCAP were no longer required to be submitted. CDE required that school districts submit a COVID-19 Written Report to their school board for approval in June of 2020. The purpose of report was to document how NUSD was responding to the COVID-19 pandemic.

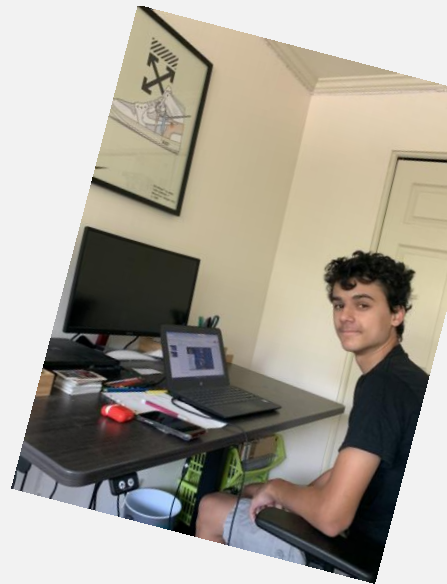




LCAP 2020-2021

COVID-19 Pandemic and Off Cycle of LCAP 2020-21

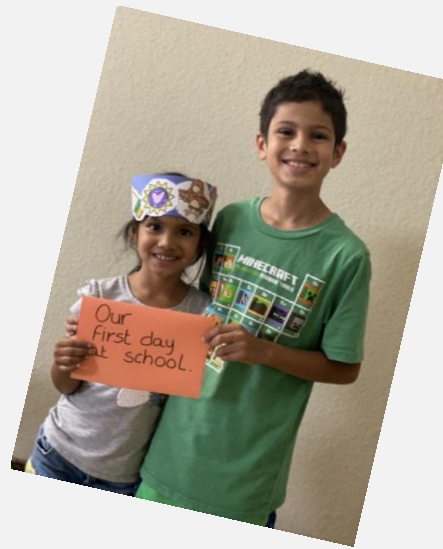
- In response to the COVID-19 pandemic, **California State Senate Bill 98** reworks the parameters for operating schools and fulfilling accountability requirements. Instead of an 2020-21 LCAP, school districts are required to complete a Learning Continuity and Accountability Learning Plan (LCP) at the start of this school year.
- The LCP template memorializes the planning process already underway for the 2020–21 school year.
- Although NUSD will not be completing an LCAP for the 2020-21 school year, actions from the previous LCAP that have been deemed successful will be included in the LCP.





STEPS TO COMPLETE LCP

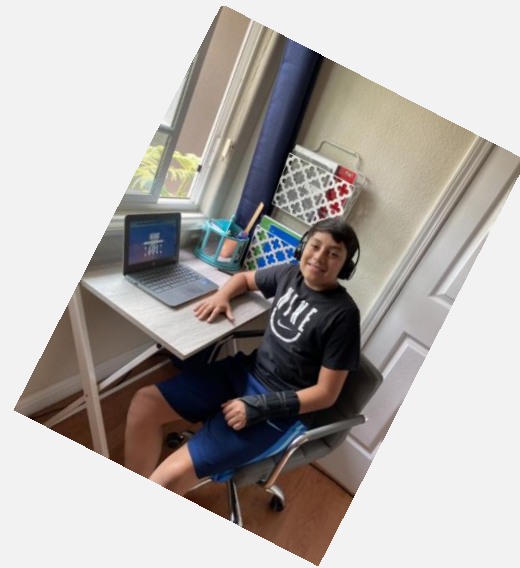
- Complete LCP template published by the California Department of Education
- **Gather Stakeholder input from:**
 - NUSD Community (parents, students, staff and community members)
 - Parent Advisory Committee (PAC)
 - District English Language Acquisition Committee (DELAC)
- Hold a public hearing prior to presenting LCP to NUSD Board of Trustees
- Adoption of LCP by NUSD governing board by 9/30/20
- Submit adopted LCP to Marin County of Education (MCOE)
- MCOE may submit recommendations to make changes the plan to NUSD by 10/30/20
- NUSD governing board must review recommendations by MCOE and decide to make revisions to the plan at public meeting
- Post LCP on NUSD website (English and Spanish)





SECTIONS OF THE LCP

1. General Information
2. Stakeholder Engagement
3. Continuity of Learning
 - a. In-Person Instructional Offerings
 - b. Distance Learning Program
 - c. Pupil Learning Loss
4. Mental Health & Social/Emotional Well-Being
5. Pupil and Family Engagement/Outreach
6. School Nutrition
7. Additional Actions (if not included in other sections) to carry out LCP
8. Increased or Improved Services for Foster Youth, EL and Low-Income Students





IMPACT OF COVID-19 ON NUSD

In response to the COVID-19 pandemic and Governor Newsom's shelter-in-place executive order issued in March of 2020, 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.

NUSD continues to create adaptable strategies to support distance learning, social/emotional welfare, meal service and communication to minimize the repercussions of COVID-19 on the community, especially those students with unique needs.



STAKEHOLDER INPUT

Similar to education program planning and accountability reporting cycles, stakeholder input is an ongoing process. NUSD utilizes a variety of methods to solicit input from stakeholder groups. NUSD recognizes that stakeholders invest time in providing input, and take contributor's views seriously to build a comprehensive collection of information to support decision making.

To plan for the 2020-21 school year, NUSD created a Re-Entry Task Force consisting of over 150 parents, students, staff and community members. Team members met throughout the summer to support the creation of the comprehensive School Re-Entry Plan.

Additionally, the crowdsourcing program Thoughtexchange was used to solicit input from a variety of stakeholders. NUSD received feedback from 2,450 stakeholders who shared 3,450 thoughts. NUSD's Comprehensive Re-Entry Plan is a dynamic document aimed to help guide and inform the entire learning Community. It is posted on the the NUSD website.

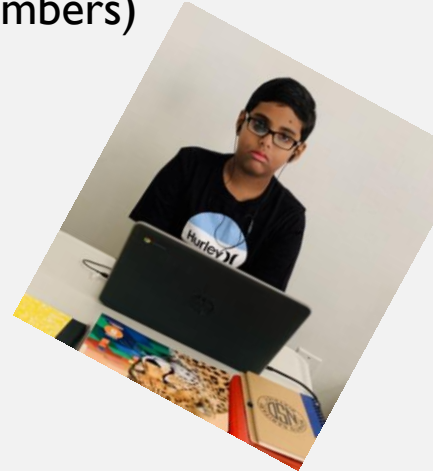


LCP STAKEHOLDER INPUT

To ensure that all school districts provide the community with the opportunity to provide input while developing the LCP, the California Department of Education requires input from specific groups.

Input required for LCP

- NUSD Community (parents, students, staff and community members)
- Parent Advisory Committee (PAC)
- District English Language Acquisition Committee (DELAC)
- NUSD Board of Trustees
- Marin County Office of Education





CONTINUITY OF LEARNING

The goal of a continuity learning plan is to overcome obstacles through innovative means of teaching, engaging students in learning and making decisions that minimize any disruption in a student's education.

In the midst of the uncertainty of the COVID-19 pandemic, schools still need to provide learning programs for students. Through the Learning Continuity Plan, the California Department of Education is requesting school district communicate how they will support continuity of learning in-person and remotely. Also, how will schools transition from remote-only instruction, to a hybrid model, to fully in-person learning while minimizing pupil learning loss.

- In-person Learning Program
- Distance Learning
- Learning Loss



IN-PERSON INSTRUCTIONAL OFFERINGS



Flexible In Person Instruction

NUSD has created instructional models for hybrid and in-person approaches to learning that can adapt to meet the recommendations and requirements established by the Centers for Disease Control & Prevention and the Marin County Department of Health & Human Services. This plan strives to enable schools to transition from remote-only instruction, to a hybrid model, and to a fully in person learning environment. The timeline to implement hybrid or in-person programs depends on local health conditions and how the community, state and nation adapts and recovers from the COVID-19 pandemic.

Some considerations for a flexible learning program

- All student schedules are designed to expand or compress as needed to meet current health and safety mandates and protocols.
- The majority of NUSD's most recent adopted core curriculum includes both a print and digital versions.
- Newly acquired online programs will support different instructional models.
- Established assessments such as NWEA MAP and ESGI can be administered in-person or remotely.
- Students will be administered a universal screener in Math and English Language Arts in September to monitor potential learning loss between virtual, hybrid and in person learning.
- Online intervention programs will be available to students with unique needs and those who require extra support to make adequate progress.

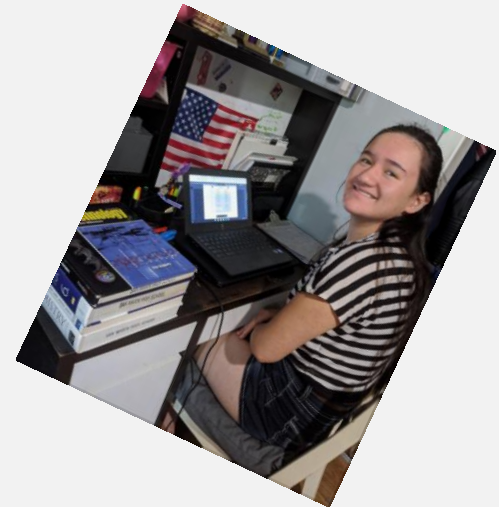


IN-PERSON INSTRUCTIONAL OFFERINGS

Student cohorts of approximately 25 have been created districtwide. Depending on safety regulations, NUSD can bring students back to campus in smaller groups without disturbing the entire system. In a hybrid model, students with unique needs should be given priority to return to campus to obtain consistent designated supports to minimize learning loss.

When Novato Unified School District is permitted to reopen campuses, the following protocols will be in place to support the health and safety of students and staff:

- Established cohorts
- Essential protective equipment for all staff and students
- Face coverings for all staff and students
- Contact tracking system
- Daily health and safety checks
- One way movement through campus
- Social distancing between students and staff
- Increased scheduled cleaning and sanitation
- All additional local and state mandates



DISTANCE LEARNING PROGRAM



Facilitate the Continuity of Learning through Remote Learning

For the 2020-21 school year, NUSD will continue to fortify a distance learning program in the following ways:

Access to Devices and Connectivity

In preparation for 2020-21, NUSD re-allocated Chromebooks to second graders and a limited number of ipads for K-1 students who need them. Foster care, Homeless, English learners and Socio Economically Disadvantaged students were given priority access to devices.

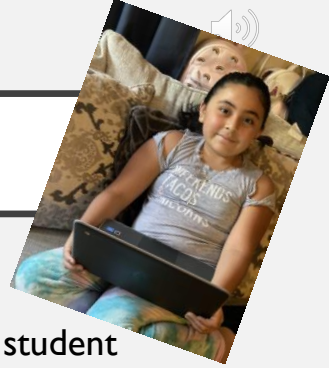
Wi-fi Connection

This is an area closely monitored by NUSD's Prevention Coordinator, who will work with an IT counterpart to maintain rosters of all students to monitor both the device and connectivity needs of NUSD students and address them in a responsive manner.

Virtual and Online Support

In the spring of 2020, NUSD created videos in English and Spanish to support how to navigate Google Classroom and Zoom. For 20-21, NUSD personnel will continue to create videos that respond to the needs of parents, students and community members.

DISTANCE LEARNING PROGRAM



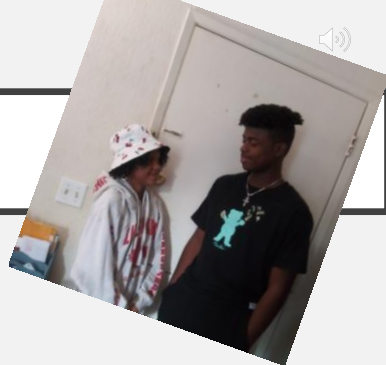
Pupil Participation and Progress

- Teachers will utilize proficiency based education to guide instruction and provide feedback on student progress.
- Teachers will use a checklist to monitor student participation and synchronous instructional minutes.
- Students will be administered a variety of online assessments including -
 - Galileo Comprehensive Assessment System provides item banks, multiple types of assessments and a student-parent portal. **New for NUSD**
 - NWEA MAP is a State-aligned computerized tests for ELA
 - ESGI is a one-on-one online assessment for TK and K

Distance Learning and Professional Development

Teachers were offered a variety of training opportunities for programs such as Zoom, Seesaw and Imagine Learning at the start of the 2020-21 work year. They were also offered three additional paid professional development days to acquire additional training to enhance delivery of online instruction. NUSD's Education Services Department is prepared to provide additional training for programs such as Google Classroom to enhance distance learning.

DISTANCE LEARNING



Changes in Staff Roles and Responsibilities

The COVID-19 pandemic has shocked our education system and forced school districts to find new ways to reimagine teaching and learning.

Key changes in staff roles and responsibilities for NUSD 2020-21 are as follows:

Virtual Learning Academy (VLA)

- The Virtual Learning Academy is a fully remote educational opportunity for K-12 students who decide not to return to in-person learning for 2020-21. This online community of learners is composed of students, highly qualified credentialed teachers, and two administrators.

Health Coordinator

- Each site will have a health coordinator to strengthen communication between Marin Health Department officials and NUSD schools.

Community Liaison

- NUSD community liaisons will work with the Prevention Coordinator under the guidance of licensed clinical social worker to enhance assessing student welfare and family outreach virtually.

School Resources Officers and North Bay Security Service

- Increased home visits will be conducted to assess student welfare and inform families of available community services.

DISTANCE LEARNING



Supports for Pupils with Unique Needs

NUSD will continue to provide equitable learning opportunities and high quality remote services for special student populations including Special Education, students with 504 plans, English learners, socioeconomically disadvantaged, homeless, and Foster Youth.

Special Education

NUSD's Special Education Department will provide a free and appropriate public education to eligible students following state and federal COVID-19 pandemic guidelines. Personnel will continue to employ virtual or telephonic platforms to communicate with parents/guardians, provide students with disability related functions on digital devices, and arrange to deliver services virtually or telephonically.

Students with 504 Plans

Students with 504 plans will be provided with accommodations appropriate to remote learning. These students be given priority to receive digital devices and ensure connectivity in order to assure online access throughout remote learning.

English Learners

English learners will continue to receive state mandated designated and integrated english language development through virtual small group instruction. Furthermore, Imagine Language and Literacy online program will be utilized to support English language development.



DISTANCE LEARNING

Socioeconomically Disadvantaged

Priority will be given to households who need devices and online connectivity in order to participate in distance learning. Furthermore, organizations like North Marin Community Services, Marin Public Libraries, Marin Promise, and the Healthy Novato Initiative have all worked in conjunction with NUSD to support the needs of low-income families during COVID-19 pandemic.

Foster Youth

In addition to providing students services mandated under the law, NUSD has embarked working with philanthropic organizations and government sources to provide support for foster youth.

Homeless Students

NUSD's MTSS Coordinator will work with families, staff and community organizations to mitigate the loss of learning and prevent additional trauma for students experiencing homelessness during COVID-19 pandemic and remote learning. Special attention will be paid to monitoring families experiencing homelessness and identifying new families who are eligible for services.





LEARNING LOSS

Like many other school districts, NUSD faced beginning the 2020-21 school year with both challenging student growth mindset and preparing for COVID-19 induced learning loss. Furthermore, we know that a number of students will experience the emotional consequences of isolation and a lack of predictability due to the COVID-19 pandemic that will result in a disruption of their learning. For 2020-21 NUSD will continue to strengthen an equity-focused approach to learning loss during and after COVID-19.

Actions to Mitigate Learning Loss

- Establish protocols to identify and respond to student needs
- Utilize multiple sources of data to determine student required level of remediation and emotional support
- Train teachers to generate learning gains for students, especially disadvantaged populations
- Make use of family engagement to amplify learning
- Plan for future learning recovery



MENTAL HEALTH AND SOCIAL/EMOTIONAL WELL-BEING 2019-2020

The COVID-19 pandemic deeply affected some NUSD students and the delivery of school-based mental health services. In March of 2020, NUSD mental health professionals mobilized to provide students and their families 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)
- 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



MENTAL HEALTH AND SOCIAL/EMOTIONAL WELL-BEING

NUSD will continue the actions started in 2019-20 and refine a system of providing a multi-tiered approach to support students in some of the following ways:

Tier I - Strategies/supports available to all students every day

- 10-minute check-ins
- Utilizing partners like Youth Leadership Institute to build a sense of community
- Circle time
- Trauma Informed Practices to understand, recognize and respond to the effects of all types of trauma.

Tier II- More Intensive Intervention

- School counselors or psychologists support weekly small group sessions, or whole group sessions every two weeks

Tier III--Most Intensive Intervention

- Utilize contracted counseling services of Bay Area Community Resources (BACR) or North Marin Community Services (NMCS) to provide one-on-one support to students in crisis



PUPIL ENGAGEMENT AND FAMILY OUTREACH 2019-20

Pupil Engagement and Outreach

In March of 2020, 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/or 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.

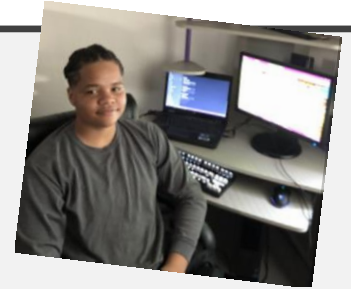
From the onset of the shelter-in-place mandate, NUSD has provided parents and the community rich online resources to support learning from home, to remain informed regarding NUSD's response to the health crisis, and opportunities for families to provide input to district leaders.



PUPIL AND FAMILY ENGAGEMENT/OUTREACH 2020-2021

Pupil Engagement and Outreach

Senate Bill 98 requires school districts to maintain student attendance and participation records.



2020-21 Actions

- NUSD teachers will produce daily or weekly multi-content lessons for an online asynchronous experience that students access through a web portal.
- Teachers will use a checklist to monitor student participation and synchronous instructional minutes.
- Aeries attendance system will be used to track student attendance and participation in learning.
- Teachers will verify they have provided the required instructional minutes for both synchronous and asynchronous learning on a daily basis.

NUSD recognizes that students and their families need more support during remote learning. Collectively, NUSD community liaisons, IT personnel, mental health and restorative justice specialists, and teaching, classified and administrative staff will work together to assess needs, help connect families to appropriate resources and encourage two-way communication during remote learning.



PUPIL AND FAMILY ENGAGEMENT/OUTREACH 2020-21

The district has worked to bolster communication pathways and adopted new digital tools to facilitate a conversation with the community regarding our schools and our students during the pandemic. NUSD has established a central repository of NUSD COVID related information. A webpage to containing all things related to COVID-19 has created been for the 2020-21 school year. Information posted on the webpage is available in English and Spanish.

Information includes:

- Re-entry plan and updates
- Remote/distance learning resources
- Community and district resources for family supports
- Communications - all related communications
- Frequently asked questions
- Other related areas





SCHOOL NUTRITION 2019-2020

From the beginning of mandated closure of schools in March of 2020, economically disadvantaged and food insecure students have been supported by NUSD's food services department (FANS). Three meals a day have been provided to all students under 18 for pick-up at secure locations throughout Novato.





MEAL PREPARATION AND DISTRIBUTION 2020-21

For 2020-21, FANS will ensure that on or off campus students will have access to healthy food in a safe environment.

Staff Practices and Program Protocol

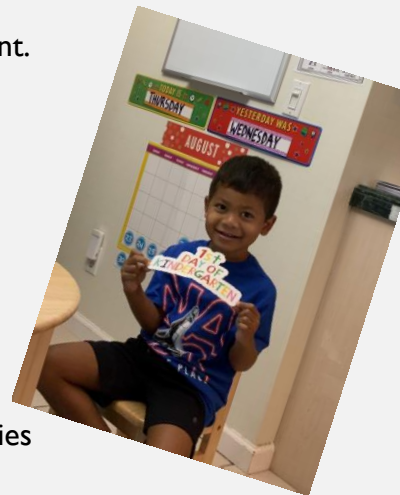
- Wash hands frequently
- Wear face cloth
- Avoid touching face
- Physical distancing from staff and students
- Follow mandated food preparation and distribution guidelines

Remote Food Distribution

- Curbside grab-and-go student meals will be offered for consumption at home throughout district boundaries

On Campus Food Distribution

- Adequate supplies
- Posted signs about stopping the spread of COVID-19
- Physical distancing, barriers and considerations for shared spaces for cohorts
- Designated areas for students with underlying conditions
- Staggered meal times





INCREASED AND IMPROVED SERVICES FOR UNDUPLICATED STUDENTS

Per the California Department of Education, unduplicated pupils are English learners, students who meet eligibility requirements for free or reduced-price meals under the National School Lunch Program, and foster youth. The Learning Continuity Plan requires schools districts to provide a description of how services for unduplicated students will be implemented during 2020-21. NUSD will implement successful actions from the 2019-20 LCAP to support unduplicated students. For 2020-21, actions will be tailored to bolster support for students in a virtual, hybrid or in-person learning environment

Highlighted Actions

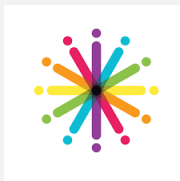
- NUSD community liaisons will work with the Prevention Coordinator under the guidance of licensed clinical social worker to enhance assessing student welfare and family outreach.
- Counseling services will be provided virtually or in-person.
- Teachers on Special Assignment will focus meeting the needs of unduplicated students learning virtually
- Intervention software (Apex and Imagine Learning) will provide remedial support.
- Data Matters information system will be enhanced to record attendance requirements and monitor student participation for unduplicated students all learning programs.
- AVID professional development will be delivered virtually for all staff.
- Professional development will be provided to support unduplicated students with remote or hybrid learning programs.



QUESTIONS AND COMMENTS

We welcome your questions, comments and suggestions for the Learning Continuity and Attendance Planning.

Dr. Amie Carter, Assistant Superintendent
Education Services
Acarter@nUSD.org



GRATITUDE

We would like to express our sincerest appreciation to our students, parents, staff and community members for your input regarding NUSD's Learning Continuity Plan. We realize that all of us are experiencing a difficult time and that there are many other areas of needs for you in addition to student learning, and we are grateful for your time.

We honor each one of you for your resilience, fortitude and determination you have demonstrated as we work through this crisis together.

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

