

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Novato Unified	Kris Cosca Superintendent	kcosca@nUSD.org 415-493-4211

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In response to the COVID-19 pandemic and Governor Newsom's shelter-in-place executive order in March of 2020, NUSD personnel quickly recognized the scale of the challenges school closure presented, prioritized tasks and implemented actions to support students and their families. Decisions were made and continue to be 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 Board of Trustees, district parent advisory groups, central office personnel, school staff, students and parents.

For the start of the 2020-21 school year, the NUSD community continues to face the COVID-19 public health crisis that has exacerbated existing challenges for some including unemployment, affordable housing, available childcare, food insecurity, access to technology/connectivity, and trauma as a result of systemic racism. The physical separation from school has impacted the delivery of targeted services for student groups including English Learners, Foster Youth, Students with Disabilities, Socioeconomically Disadvantaged and Homeless who typically receive services in-person. A number of students have and will continue to 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.

Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. The transition to distance learning has highlighted tremendous equity gaps, including wide disparities in NUSD students' access to necessary resources such as: food, housing, digital devices, and the internet.

Students, parents and staff have also had to take on new roles due to school closures. Parents/guardians who are already important partners in the education of a child, have taken on the role of co-educator at home during distance learning. Older students have taken on greater responsibility for younger siblings with a remote learning program. This takes time away from their own learning. Many NUSD employees are also parents/caregivers for school-aged children, and like NUSD families are themselves balancing professional and personal responsibilities. The new roles students, families and staff have had to take on while balancing competing demands have increased stress to an already challenging situation.

The COVID-19 pandemic has impacted the culture of connectivity for NUSD and its community, and the result is a shift in the state of being connected to one another. Both NUSD personnel and members of the community are faced with reacting to phases of the crisis, adjusting to new priorities and anticipating returning to the new normal. Redefining communicating and collaborating internally within NUSD and with the community will be a way forward for education in Novato.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The public health crisis resulting from COVID-19 has caused schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous equity gaps, including wide disparities in students' access to necessary resources such as: food, housing, digital devices, and the internet. The Novato Unified School District (NUSD) is committed to supporting our Novato schools, students, families and employees throughout the emergency response to COVID-19. We have prepared this document to provide our schools and families with a district plan to reopen our schools for the 2020-2021 school year.

This Learning and Continuity Attendance Plan was crafted through extensive research, and with the input of our Re-Entry Task Force consisting of over 150 members of our school community, parents, students, and staff. This team met repeatedly during the summer to plan for the 2020-21 school year. Additionally, through our online Thoughtexchange, NUSD received feedback from 2,450 stakeholders who shared 3,450 thoughts with us. The Plan was reviewed by the Parent Advisory Committee on September 1, and the District English Learner Advisory Committee on September 2. Both meetings yielded rich discussions of community needs, and questions asked were responded to in writing and both e-mailed and published online.

NUSD also hosted several FaceBook Live events about budget issues, re-entry guidance, remote learning, the Virtual Learning Academy and the Learning and Continuity Attendance Plan. Feedback was gathered through live questions and follow up emails. This feedback was harvested, disseminated and discussed in the planning for the 2020-21 school year. All resources will continue to be translated into Spanish.

A text was sent to families in English and Spanish offering a hard copy of the presentation given at stakeholders meeting to be mailed home for review and comment.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation took place during five separate Facebook live events which covered various topics related to 2020-21. Virtual town halls reached 1000-4,500 viewers, and were available to parents asynchronously. Parents without Facebook could watch these meetings online and participate by submitting feedback on our webpage. NUSD School Board meetings on Facebook were viewed by an average of a thousand parents, and comments were received through that forum. Students could digitally submit comments which were read aloud at Board Meetings and given digitally to all Trustees. Zoom sessions were held with stakeholder groups including students, parents, teachers, classified staff and administration. NUSD took extra effort to involve English learner parents through messaging and a DELAC forum in both English and Spanish.

LCP Stakeholder Meetings

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.

Date	Stakeholder Group	Meeting
Announcement & Recording (all linked to document)		
August 31, 2020	Community LCP Facebook Live Meeting (parents, students, staff & community members)	
September 1, 2020 Emails	Parent Advisory Committee (PAC) LCP Zoom Meeting	Save the Date &
September 2, 2020 Emails	District English Language Advisory Committee (DELAC) LCP Zoom Meeting	Save the Date &
September 15, 2020 Announcement	LCP Public Hearing- NUSD	Board Meeting
September 22, 2020	NUSD Board Meeting	You Tube
Questions and Answers from stakeholder group meetings (link)		

[A summary of the feedback provided by specific stakeholder groups.]

In combination with various Zoom meetings, one of our best digital tools in writing this plan was Thoughtexchange. This is a crowdsourcing platform that allows community members to share their thoughts and ideas on a specific topic. It is a unique two-way process where a participant confidentially shares an idea or thought to an open-ended question and then allows them to Star other thoughts on a scale of 1-5

Stars. The Novato Unified School District launched two ThoughtExchanges about Returning to School (link): June 4, 2020, to June 10, 2020, with the prompts:

What are some of the most important considerations NUSD needs to think about as we prepare to re-open schools in August?
What thoughts and questions do you have about our Return to School Plan?
What are some of the most important considerations NUSD needs to think about as we prepare to re-open schools in August?

Translation was available on the interface and 97% of participants engaged in the English version, 3% participated in Spanish. We received feedback from 40 students, 2044 parents, 130 teachers, 52 classified staff and 13 administrators.

30% of parents surveyed reported that they were unsure, unlikely, or not willing to send their student to school during the pandemic.
20% of parents reported that they wanted distance learning only during the pandemic.
30% of families reported that they didn't have the child care solutions that they would need if schools went remote.

Top rated comments reported that mental health of students was a top priority for our parents. Parents and staff were urgent in their request for details about the year ahead. Staff members reported concerns about their safety and the safety of their students. Administrators voiced concerns about access and technology. While students spoke up about mental health concerns. This rich feedback influenced our planning and our priorities in that work.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Community feedback emphasized the need to differentiate instruction and activities to accommodate different English language proficiency levels, and to ensure students with Special Needs were served. Discussions were held about how to serve students who are homeless or in the foster care system during this time. A team of community liaisons will be led by the Prevention and MTSS Coordinator in conjunction with a licensed clinical social worker to ensure outreach occurs for these families. We have invested in our student's mental health and our providers are prepared for digital therapy sessions with students. North Bay Security Group (link) will also be utilized to engage in outreach with students to ensure families and students have access to any resources they may need to be successful with school attendance and participation.

As our re-entry guidance committee examined the data that our Thoughtexchange yielded, it was clear that our community needed different things from NUSD in 2020-21. The majority of parents are hoping for in-person learning during 2020-21. However, a significant portion (which was estimated at 20-30%) were asking NUSD for an educational option which ensured that their child did not have to return to campus during the pandemic. To address our entire community, our Virtual Learning Academy - VLA (link) was created as a remote learning experience that is rigorous and engaging for all students. The VLA will ensure learning through personalized and differentiated virtual instruction. Families in the Novato Unified School District may select either in-person or remote learning for the 2020-21 school year. This was designed to meet the needs of families interested in the 100% Virtual Instructional Model. NUSD invested heavily in resources and summer planning to ensure solutions for these families.

In contrast, few families want or can afford to support remote learning all year, given their work schedules and other responsibilities. Moreover, research consistently suggests that students learn less in fully virtual environments. In-person, teacher-led instruction simply has too many advantages. So, while building the VLA, it was also important to ensure that solutions were in place for the students who will return to in-person learning when possible. School Leaders were asked by our community voices to ensure digital access for our students and offer Wi-Fi, laptops, iPad and educational technology tools for classrooms. The Educational Services department spent an extended amount of time evaluating digital tools and getting input from teachers in NUSD who piloted and/or used these tools.

Teachers reported that teaching virtually is a daunting task, and asked for professional development related to teaching in this learning environment. The Planning Committee has been committed to supporting timely, evidence-based resources and guidance. Education Services designed professional development to help teachers and administrators as they continue to make a positive difference in the lives of children, youth, and adults during these difficult times. The model was based on voice and choice. Teachers could select from a menu of training sessions, or map out their own training model and be compensated for that time. The goal is to expand the skill, quality and competencies of our NUSD system.

Parents reported that they wanted clarity in the work and progress of their schools. NUSD is working towards Proficiency Based Education which is “personalized,” in the sense that instruction is adapted based on existing skills. Proficiency Based Education can support each student's learning and offer clarity in learning and outcomes in the current crisis. School-family partnerships have never been more important than they are now. NUSD has focused heavily on communication, and will continue to do so during the year ahead. Curriculum matters. NUSD's Essential Standards includes provisions for both intervention and accelerated learning opportunities. Learning modules must be tightly designed and focused on students mastering these standards. NUSD designed Proficiency Scales will support this focus.

Our District English Language Learner Committee - DELAC ([link](#)), emphasized the importance of focusing on supporting English learners - EL([link](#)) and their families during virtual instruction, helping teachers provide access to the curriculum and keeping lines of communication between home and school open. Recent research shows that young Spanish-speaking ELs with strong early-literacy skills in their native Spanish at kindergarten entry made greater growth in English reading from kindergarten through 4th grade. In this study, the effect of early Spanish reading ability was more influential than students' ability to understand and speak English. NUSD will support and encourage families to use their best language during remote learning as skills learned from reading in native languages support learning in that language and can also transfer to learning to read in English. NUSD has also invested in summer growth for ELs through specialized programs and will continue this focus during the 2020-21 school year. District software purchased for remote learning was selected only if available in English and Spanish.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Returning to In-Person Learning

Pending negotiations with the Novato Federation of Teachers (NFT) and guidelines from the state and Marin County Health Department officials, NUSD will have specifics for in-person instruction. Apart from these actions, the NUSD-NFT July 1, 2018- June 30, 2021 Contract (link) will be followed wherever applicable language already exists in terms of instruction.

On August 19 2020, NUSD and the California State Employees Association (CSEA), approved the NUSD-CSEA MOU (link) regarding re-entry for the 2020-21 school year.

Physical Health and Safe of Students and Staff

NUSD will follow state and local guides including but not limited to the following actions:

- Protective Equipment
- Personal Protective Equipment (EPP) in accordance with state and local guidelines
- Face coverings (masks) in accordance with current state and local guidelines
- Soap and paper towels refills
- Hand sanitizer

Cohorts

- In-person cohorts in accordance to current state and local guidelines to limit spread of COVID-19 by way of crossover contact.
- Student cohorts of 25 were created to accommodate multiple learning models. Depending on the restrictions at any given time, NUSD has the ability to bring students back to campus in small groups without disturbing the learning of the entire system.
- For students who are medically fragile, the Special Education department will work closely with families to determine the degree in which the student can participate in a return to physical school setting.
- Whenever possible, students with unique needs including students with 504 Plans, English learners, sociology-economically disadvantaged, homeless and foster youth will be considered for in-person instruction.

Physical Space

- Physical distancing in accordance with Marin County Health and Human Services (link) guidance throughout the campus during the entire school day.
- Wearing of face covering in accordance with state and local guidelines.
- Barriers on campus.

- Identified isolation room (sick room) for students to minimize contact with others until they are able to go home.

Physical Movement

- Arrival, departure, recess and lunch schedules will be developed for each school to minimize bottlenecks of traffic and blending of cohorts.
- Visual clues (signs and floor decals) posted on the walls and floors to indicate entry/exit points, direct traffic flow and minimize interaction between cohorts and families.
- A schedule will be developed for those students who receive targeted services.

Daily Health and Safety Checks

- COVID-19 health posters posted visibly throughout the school campuses and district office to reinforce wearing a face covering and hand washing protocols.
- If required, thermometers to screen student temperatures to mitigate the potential spread of COVID-19.

Cleaning and disinfecting of high-touch surface and fixtures, using recommended disinfectants

- Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, paper towels, gloves, and masks.

Instructional Considerations

NUSD's Return to School Guide ([link](#)) outlines providing a high quality instructional programs by best practices, resources and planning implications in the areas of:

- Curriculum selection and instructional delivery models (in-person, hybrid and distance)
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth.
- Access and use of instructional technology
- Expanded learning opportunities

Adaptable Schedule Models

The NUSD Return to School Guide ([link](#)) includes adaptable schedule models to provide a high quality instructional program by equitably meeting student needs while adhering to COVID-19 health guidelines:

- Spur ideation and innovation
- Equitable systems and structures
- Adjusting to stakeholder input
- Staffing capacity and structures
- Resources

Mitigating Learning Loss

Novato Unified School District has constructed an instructional model that prioritizes in-person instructional offerings, but is adaptive to the recommendations and requirements established by the Centers for Disease Control and Prevention ([link](#)) and the Marin County Department of Health and Human Services ([link](#)). This plan allows NUSD schools to move fluidly between remote-only instruction, a hybrid model, and a fully in-person learning environment. In order to do this, all aspects of the system required updates and shifts.

Key Elements to Support Minimizing Learning Loss

- The majority of NUSD's most recent adopted curriculum include a print and digital version for all staff and students. For those materials that NUSD only had in print, teachers now have online access or a delivery system to allow access for all curriculums for students.
- Online delivery platforms have recently been purchased to accommodate the flexibility demanded by the influxes associated with the COVID-19 health crisis.
- For 2020-21, NUSD will administer a universal screener in Math and English Language Arts in grades K-12 to gauge learning loss at the start of the year. This screener ([link](#)) is standards aligned and designed to provide detailed data about each student's current proficiency level. This data, compared to the last assessments administered prior to the spring school closures, will help teachers identify learning gaps and plan instruction to accelerate and reinforce learning.
- NUSD's COVID-19 Return to School Guide ([link](#)) includes acceleration strategies for EL, Homeless, Foster, and Socioeconomically Disadvantaged students.

Providing high quality accelerated instructional strategies by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including Socioeconomically Disadvantaged Students, English learners, Homeless and Foster Youth.
- Access and use of instructional technology
- Expanded learning opportunities.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Returning to In-Person Learning Pending negotiations with the Novato Federation of Teachers (NFT) and guidelines from the state and Marin County Health Department officials, NUSD will have specifics for in-person instruction. Apart from these actions, the NUSD-NFT July 1, 2018- June 30, 2021 Contract	682640	No

Description	Total Funds	Contributing
<p>(link)will be followed wherever applicable language already exists in terms of instruction.</p> <p>On August 19 2020, NUSD and the California State Employees Association (CSEA), approved the NUSD-CSEA MOU (link) regarding re-entry for the 2020-21 school year.</p> <p>ACTION 1: Physical Health and Safety of Students and Staff</p> <p>NUSD will follow state and local guides including but not limited to the following actions:</p> <ul style="list-style-type: none"> • Protective Equipment • Personal Protective Equipment (PPE) in accordance with state and local guidelines • Face coverings (masks) in accordance with current state and local guidelines • Soap and paper towels refills • Hand sanitizer <p>ACTION 2: Cohorts</p> <ul style="list-style-type: none"> • In-person cohorts in accordance to current state and local guidelines to limit spread of COVID-19 by way of crossover contact. • Student cohorts of 25 were created to accommodate multiple learning models. Depending on the restrictions at any given time, NUSD has the ability to bring students back to campus in small groups without disturbing the learning of the entire system. • For students who are medically fragile, the Special Education department will work closely with families to determine the degree in which the student can participate in a return to physical school setting. • Whenever possible, students with unique needs including students with 504 Plans, English learners, sociology-economically disadvantaged, homeless and foster youth will be considered for in-person instruction. <p>ACTION 3: Physical Space</p> <ul style="list-style-type: none"> • Physical distancing in accordance with Marin County Health and Human Services (link) guidance throughout the campus during the entire school day. • Wearing of face covering in accordance with state and local guidelines. • Barriers on campus. • Identified isolation room (sick room) for students to minimize contact with others until they are able to go home. 		

Description	Total Funds	Contributing
<p>ACTION 4: Physical Movement</p> <ul style="list-style-type: none"> • Arrival, departure, recess and lunch schedules will be developed for each school to minimize bottlenecks of traffic and blending of cohorts. • Visual clues (signs and floor decals) posted on the walls and floors to indicate entry/exit points, direct traffic flow and minimize interaction between cohorts and families. • A schedule will be developed for those students who receive targeted services. <p>ACTION 5: Daily Health and Safety Checks</p> <ul style="list-style-type: none"> • COVID-19 health posters posted visibly throughout the school campuses and district office to reinforce wearing a face covering and hand washing protocols. • If required, thermometers to screen student temperatures to mitigate the potential spread of COVID-19. <p>Cleaning and disinfecting of high-touch surface and fixtures, using recommended disinfectants.</p> <ul style="list-style-type: none"> • Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, paper towels, gloves, and masks. <p>ACTION 6: Instructional Considerations</p> <p>NUSD's Return to School Guide (link) outlines providing a high quality instructional programs by best practices, resources and planning implications in the areas of:</p> <ul style="list-style-type: none"> • Curriculum selection and instructional delivery models (in-person, hybrid and distance) • Assessment practices and policies, including local and statewide assessments • Services to special populations, including students with disabilities, socioeconomically • disadvantaged students, English Learners, Homeless and Foster Youth. • Access and use of instructional technology • Expanded learning opportunities <p>ACTION 7: Adaptable Schedule Models</p> <p>The NUSD Return to School Guide (link) includes adaptable schedule models to provide a high quality instructional program by equitably meeting student needs while adhering to COVID-19 health guidelines:</p> <ul style="list-style-type: none"> • Spur ideation and innovation 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Equitable systems and structures • Adjusting to stakeholder input • Staffing capacity and structures • Resources <p>ACTION 8: Mitigating Learning Loss</p> <p>Novato Unified School District has constructed an instructional model that prioritizes in-person instructional offerings, but is adaptive to the recommendations and requirements established by the Centers for Disease Control and Prevention (link) and the Marin County Department of Health and Human Services (link). This plan allows NUSD schools to move fluidly between remote-only instruction, a hybrid model, and a fully in-person learning environment. In order to do this, all aspects of the system required updates and shifts.</p> <p>ACTION 9: Key Elements to Support Minimizing Learning Loss</p> <ul style="list-style-type: none"> • The majority of NUSD's most recent adopted curriculum include a print and digital version for all staff and students. For those materials that NUSD only had in print, teachers now have online access or a delivery system to allow access for all curriculums for students. • Online delivery platforms have recently been purchased to accommodate the flexibility demanded by the influxes associated with the COVID-19 health crisis. • For 2020-21, NUSD will administer a universal screener in Math and English Language Arts in grades K-12 to gauge learning loss at the start of the year. This screener (link) is standards aligned and designed to provide detailed data about each student's current proficiency level. This data, compared to the last assessments administered prior to the spring school closures, will help teachers identify learning gaps and plan instruction to accelerate and reinforce learning. • NUSD's COVID-19 Return to School Guide (link) includes acceleration strategies for EL, Homeless, Foster, and Socioeconomically Disadvantaged students. <p>ACTION 10: Providing high quality accelerated instructional strategies by following best practices in the areas of:</p> <ul style="list-style-type: none"> • Curriculum selection and instructional delivery models • Assessment practices and policies, including local and statewide assessments • Services to special populations, including Socioeconomically Disadvantaged Students, English learners, Homeless and Foster Youth. • Access and use of instructional technology • Expanded learning opportunities. 		

Description	Total Funds	Contributing

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

During the 2019-2020 school year, 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. NUSD addressed the needs of remote learning programs for both general and special student populations. Members of the Special Education Department ([link](#)) 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 Espanol ([link](#)) 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 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, NUSD schools still need to provide learning programs for students. For 2020-21, NUSD will support continuity of learning by fortifying successful actions implemented in spring 2019-20, and create plans from remote to in-person learning that minimize learning loss.

On August 13, 2020, NUSD and the Novato Federation of Teachers mutually accepted the terms outlined in the NUSD NFT MOU Agreement for Distance Learning ([link](#)).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to COVID-19

- Prior to the pandemic, NUSD used bond money to ensure students grades 3-12 had Chromebooks. Students were able to keep their devices throughout the summer of 2020 to give students access to learning activities.

March 2020 School Closures

- As student's embarked on learning remotely in March, NUSD's information technology - IT ([link](#)) personnel started to collaborate with service providers ([link](#)) and staff to ensure that students had reliable access to the Internet at-home and working devices.
- NUSD worked in the spring of 2020 to identify households without wifi.
- Xfinity's (subsidiary of Comcast Communications) free wifi program was utilized for families within range. Information about this program was shared in English and Spanish along with phone calls from bilingual community liaisons.
- In a joint effort with Marin County Libraries ([link](#)), NUSD acquired hotspots for families who were unable to take advantage of the free Xfinity offer for students. Although NUSD was able to provide connectivity for students, it was discovered that in some cases the required capacity for video streaming for distance learning was not met.
- The NUSD Prevention Coordinator started to collaborate with an IT department 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.

2020-21

- In preparation for 2020-21, NUSD re-allocated Chromebooks for 2nd graders, and a limited number of ipads for K-1 students who need them. Foster Youth, Homeless, EL, and Socio Economically Disadvantaged students were given priority access to devices.
- NUSD also purchased iPad for K-2. Once again, students with unique needs will be given priority to receive devices.
- NUSD's goal is to provide all students with high quality Internet access.
- Device and connectivity needs will continue to be monitored by NUSD Prevention Coordinator and IT counterpart.
- NUSD will continue to partner with Comcast.. NUSD recently entered into an Internet Essentials ([link](#)) agreement with Comcast to provide free internet access to families. NUSD will continue to work with Marin Public Library and Marin Promise Partnership ([link](#)) to provide hotspots for some students.
- For those students for which hotspots and Comcast services are not viable options, NUSD will continue to seek solutions. NUSD will work tirelessly to ensure that all students have Internet access that allows them to fully participate in distance learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

- Teachers will utilize proficiency based education to guide instruction and provide feedback on student progress.
- Teachers will use a learning log ([link](#)) to monitor student participation and synchronous instructional minutes.
- Teachers will utilize proficiency based education to guide instruction and provide feedback on student progress.
- Teachers will use a learning log to monitor student participation and synchronous instructional minutes.

Students will be administered a variety of online assessments including -

- Galileo Comprehensive Assessment System ([link](#)) - Diagnostic Assessment
- NWEA MAP ([link](#)) is a State-aligned computerized tests for ELA
- ESGI ([link](#)) is a one-on-one online assessment for TK and K

NUSD has used online asynchronous experience that students access through a web portal. Activities are focused around academic content and skills and also include fitness, social and emotional learning resources. NUSD is using an Aeries Student Information System ([link](#)) attendance model to track student attendance or participation in learning. In addition, teachers verify every day that they have provided the required synchronous and asynchronous instructional minutes. These minutes can be verified in the course or class in Google Classroom ([link](#)). In lower grades, minutes are verified in Seesaw ([link](#)). In addition, learning will be closely monitored using the following means:

Diagnostic Assessments

Diagnostic assessments ([link](#)) are intended to help teachers identify what students know and can do in different domains to support their students' learning. These kinds of assessments help teachers in determining what students understand in order to build on the students' strengths and address their specific needs. At the start of the 2020-21 students will be administered the diagnostic assessments in ELA and Math.

Formative Assessments

Formative assessments ([link](#)) are FOR learning. Resources for formative assessment are provided in each of California's curriculum frameworks, along with examples to assist teachers, for all subjects, including ELA, mathematics, and science. Teachers can use tools such as the teacher created NUSD Proficiency Based Education Scales or rubrics to clarify expectations and to provide feedback. In addition, journals, quick writes, and discussions will be used to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples; and a variety of others.

Summative Assessments

Summative assessments (link) are OF learning. Summative assessments typically sample a wide range of information to produce an overall score that evaluates what has been learned, but they do not provide sufficiently detailed information to guide personalized teaching and learning. Furthermore, statewide summative assessments used for federal accountability purposes focus primarily on grade-level standards, which means they do not test skills above or below grade level; hence, they cannot accurately show where a student's understanding of a specific skill or concept is nor what the teacher should focus on to ensure successful student learning. The CDE sample and those from the LAUSD to create our learning log (link) for monitoring participation and synchronous instructional minutes. Instructors produce daily or weekly learning materials as a multi-content.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Since the start of the distance learning program in March of 2020, NUSD has offered/provided professional development for staff to implement remote learning with the goal to minimize learning loss. Every year, the NUSD professional work calendar begins with two days of professional development to prepare staff for the upcoming year. 2020-21 brings unique training and planning needs and NUSD chose to offer several options to satisfy professional development commitments.

Professional development plans consisted of one-and-a-half required days and three additional optional paid days. NUSD offered a wide range of options for teachers to choose from including: Google Certification for Teachers, Marzano Best Practices, AVID and the opportunity for teachers to submit their own learning plans for approval. Many teachers opted to take training in Zoom, Seesaw or Imagine Language & Literacy or other new digital tools.

For the remainder of the 2020-21 school year Education Services staff, NUSD's Teacher Leader Team and program experts will continue to provide professional development opportunities for staff to acquire skills to proficiently use online learning applications including:

- Google Classroom
- Zoom
- Seesaw
- Galileo Assessment
- Imagine Learning Math and Reading
- Epic Digital Library
- Clever - single login for programs and resources
- Studies Weekly - Social Studies
- (links for all programs listed)

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The COVID-19 pandemic shocked our education system and forced school districts to find new ways to reimagine teaching and learning. The transition to a distance learning program model significantly impacted the roles and responsibilities of staff districtwide. In some cases, new roles and responsibilities are still being defined or redefined,, and will continue to evolve as NUSD prepares to reopen for in-person instruction. Following are some of the key changes in staff roles and responsibilities for 2020-2021:

Teachers, Attendance and Engagement

Teachers will provide synchronous and asynchronous ([link](#)) instruction daily. They will be responsible for monitoring and documenting attendance, submission of assignments and student engagement.

Virtual Learning Academy (VLA)

Early on, NUSD determined the need to establish a virtual learning academy. The newly established Virtual Learning Academy ([link](#)) 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, one .50 FTE administrator for elementary school, one .50 FTE administrator for secondary school, and one office manager.

Health Coordinator

Each site will have a health coordinator to ensure direct communication between Marin Health Department officials and each school.

Community Liaison

To strengthen the home-school connection, NUSD community liaisons will work with the NUSD Prevention Coordinator under the guidance of licensed clinical social worker to implement best practices assessing student welfare and family outreach within a distance learning setting. Attention will be paid to providing families with information regarding resources and services available within and outside of NUSD during distance learning. Also, how to communicate with families in school during transitions from remote, hybrid and in-person learning.

School Resources Officers and North Bay Security Group

Novato Police Department ([link](#)) campus resource officers and contracted North Bay Security Group ([link](#)) personnel will work with site and district administrators to conduct home visits to assess student welfare and inform families of available school and community services including meal program, wi-fi connectivity, wellness services. The focus of the visits are intended to support families and not to be punitive.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

NUSD's COVID-19 Return to School Guide ([link](#)) includes acceleration strategies for EL, Homeless, Foster, and Socioeconomically Disadvantaged students.

Providing high quality accelerated instructional strategies by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including socioeconomically disadvantaged students, English learners, Homeless and Foster Youth
- Access and use of instructional technology
- Expanded learning opportunities

English Learners

NUSD will continue to support identified English learners (EL) with English Language Development (ELD), during COVID-19. Following are the requirements identified by CDE and our responsibilities as a local educational agency (LEA.) Teachers and principals were given resources that are available for staff and a How To informational sheet for Imagine Language & Literacy(link) software for students.

The California Department of Education requires English learners to continue to receive Designated and Integrated English Language Development (ELD) (link) as part of their learning program. LEAs have the flexibility to determine how services will be provided to English learners. NUSD can determine where, when, and what the students receive in order to continue to make progress toward English language proficiency and to meet grade level academic achievement. Although there are no minimum number of minutes required, ELD is a required course of study for English learners. This means that during this time, ELD teachers at all three levels (elementary, middle, and high school) will continue to provide support for language development through live on-line teaching to small groups and through the use of teacher recommended on-line resource, Imagine Language & Literacy. The Education Services department provided training related to EL standards and integrating these into daily learning. They also offered resources and training related to best practices for ELs in remote learning environments.

Students with Exceptional Needs - Special Education

NUSD's COVID-19 Return to School Guide (link) outlines planning for special education students including, best practices, resources, planning implications and advocacy.

For students with disabilities, the California Department of Education (CDE) advises school districts to do their best to adhere to federally mandated timelines, to the maximum extent possible. For cases in which students were in the middle of the assessment (or reassessment) process when the Shelter-in-Place Executive Order N-33-20 (link) was issued, the recommendation is for school districts to complete any assessments that may be completed remotely. The school district may convene an IEP team meeting remotely (via video conference or teleconference) and present the results of all completed assessments within the federally mandated 60-day timeline. It is important to note that not all assessments may be conducted virtually. School Psychologists, Education Specialists, Speech and Language Pathologists, Occupational Therapists, Mental Health Providers, and others, rely on a series of assessments that have been administered in-person and normed accordingly. The National Association of School Psychologists (NASP) (link) recommends that an assessment only be conducted virtually when it is standard practice for that assessment. Families are encouraged to reach out to their case manager with questions related to specific assessments. When the state and local health department officials determine that it is safe and students resume in-person instruction, school districts are to complete the assessment process, and convene an IEP team meeting to review the findings and make a statement of eligibility. Notably, SB 117 (link) suspended timelines regarding initial assessments, and the CDE has indicated that it will

consider the days of school site closure due to the COVID-19 public health crisis as days between the pupil's regular school session. Effectively, the 60-day assessment timeline was paused when in-person instruction was suspended. The assessment timeline will start again once in-person instruction resumes.

NUSD recognizes that relationships are the most critical component of the Individualized Education Program - IEP ([link](#)) process. Relationships between students and staff, members of the IEP team including families, staff and outside providers, as well as working relationships between service providers to ensure the plan is coherent, services are coordinated to maximize benefit, and implementation is aligned, effective, and compliant. Our priority is to do everything we possibly can to maintain consistent IEP Teams, but the reality is whether or not students enroll in distance or in-person learning there will likely be some changes among the service providers. Even in a typical year, there are staffing changes and new members join teams. We know it is in everyone's best interest to retain and continue with as many of the same service providers who have worked with students and families when possible; and when it is not possible, our staff will do everything we can to ensure the transition to new service providers is structured such that everyone is supported to promote the success of the child.

At the next regularly scheduled IEP meeting during the pandemic (i.e. annual or triennial), the IEP Team will affirm the current offer of free and appropriate education (FAPE) pursuant to the current, operational IEP; coordinate services, accommodations, and modifications to the greatest extent possible (this process includes NUSD, MCOE, Non-Public School, and non-public agency providers); and design a Local/National Emergency Conditions Learning Plan (in accordance with Senate Bill 98 - [link](#)), which will provide temporary proportional adjustments to services based on current operational IEP. It is likely that students who attend in-person will also be able to receive a hybrid of push-in and pull-out services in person and remotely. NUSD is gearing up with PPE equipment and environment design that will enable services to be provided one-on-one and in small groups. However, the guidelines for how adults migrate among cohorts are highly subject to change as the COVID-19 statistics fluctuate throughout the school year. The default plan will always be service delivery via remote, tele-platforms (i.e. Zoom, Google Hangouts, etc - [link](#).) whether the student is enrolled in the flexible in-person school model or Virtual Learning Academy. If students are able to receive push-in and pull-out services, the schedule will be carefully tracked to ensure contacts are minimal and time between groups allows for safety protocols to be implemented. If students are not able to leave their general education cohort for pull-out services and adults are not able to push-in to provide services, the plan would then be to provide special education services to students through tele-service platforms no matter whether they are attending in-person or remotely. Our staff is trained to provide instruction using a variety of materials to support student progress towards IEP goals. We have resources to support our staff with both program deliveries both in-person/online and remote learning.

- Students enrolled in Early Intervention ([link](#)) class settings were provided iPads to support online learning and service delivery
- Students with an IEP enrolled in Transitional Kindergarten, Kindergarten, and Grade 1 were issued an iPad to support online learning and service delivery
- Students with an IEP enrolled in Grades 2-12 were issued a Chromebook to support online learning and service delivery
- Assistive Technology Specialist coordinated with teachers, service providers, students and families to ensure accessibility per the IEP.
- Distance learning is tracked using Seesaw Early Intervention-Grade 1 ([link](#)) and Google Classroom Grades 2-12 ([link](#))
- Speech and Language, Occupational Therapy, and Psychologist and Counseling services is tracked using Paradigm Healthcare Medicaid Billing System ([link](#))
- Specialized Academic Instruction service delivery is tracked using SEIS Service Tracker ([link](#))

- Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district include but is not limited to the following:
- Parent training for the use of technology;
- Providing technology or other necessary equipment in the home setting;
- Parent/student technology support helpdesk(link); and
- Parent access to mental health service providers.

Students with 504 Plans

Newly qualified students with 504 plans (link) provided with accommodations appropriate to remote learning. Next plan meeting date is listed as “asap upon return to campus” 504 site chairs instructed to address 504 plans of students new to their campus first and assess appropriateness of accommodations to remote learning. The District 504 Coordinator provides ongoing support to 504 students and prioritizes the provision of technology in order to assure access continues through remote learning.

Foster Youth

For foster youth (link) supporting mental and physical health is vitally important to ensuring young people thrive long after COVID-19. Particularly for youth in foster care who are survivors of trauma, the pandemic and social isolation can create a variety of triggers that threaten their mental well-being. NUSD has ensured that mental health supports will continue to be robustly offered to these students using digital tools. Throughout the COVID-19 health crisis, the urgent needs of youth in foster care have reinforced what we know about the importance of having mentors, coaches and caregivers walk alongside youth in foster care. Philanthropic and government resources are responding to the needs of students, and NUSD is facilitating and advocating for these connections for our foster students.

Students Experiencing Homelessness

For homeless students (link), these children and youth, and their families, have unique needs particularly during school closures. NUSD's MTSS Coordinator works with families, schools, and community resources to mitigate the loss of learning and prevent additional trauma. Community liaisons and NUSD's clinical social worker are both consulted and deeply involved in COVID-19 response planning and execution. Local liaisons have specific responsibilities for identifying children and youth experiencing homelessness. Local liaisons, SROs, North Bay Security Group personnel and other district or school staff communicate with families and students to follow best practices in proactively, sensitively, and discreetly asking about housing status in order to identify any and every student who has not already been identified as lacking a fixed, regular, and adequate nighttime residence. All liaisons will proactively maintain contact with these students and their families to ensure they are connected to school instruction and other school- and/or community-based supports, as needed and appropriate. A list of community resources (link) in English and Spanish will assist these families with getting access to local support.

Typically, students experiencing homelessness stay in unsafe situations and are at greater risk to be victims of trafficking and other vulnerabilities. The closing of schools as a precautionary measure may have the unfortunate effect of having students experiencing homelessness spending more time in unsafe and even traumatic “home” environments, thus exacerbating trauma and a sense of isolation. NUSD school staff, particularly those who already have established positive and supportive relationships with students, will regularly check-in with the students and their families. Schools and communities will continue to work together to identify and execute a coordinated community strategy to maintain communication with, coordinate services, and support families and unaccompanied youth experiencing homelessness.

During the 2019-20 Last school year, 207 families were identified as being in transition (experiencing homelessness) and NUSD learned how to partner Marin County resources on behalf of these students and their families. For 2020-21, we will continue to leverage these connections on behalf of students. The MTSS Coordinator crafted a document titled Info and Checklist for supporting families in transition/experiencing homelessness for staff which highlights the definition of homelessness under the McKinney Vento Homeless Assistance Act ([link](#)) along with educational rights for students. This was distributed to staff along with a checklist about the necessary steps to take with identification and supporting families to ensure system continuity.

Low - Income

Even before COVID-19 pandemic struck, economically disadvantaged families struggled to get by. These NUSD students are vulnerable to interruptions in learning due to struggling with housing, food, technology and meeting grade level expectations. Socio-economically disadvantaged students are given priority to receive a learning device and access to the Internet. All students who are eligible for the Free and Reduced Meal Program - FRMP ([link](#)) are offered grab-and-go meals at designated schools throughout the district. Furthermore, organizations like North Marin Community Services, Marin Public Libraries, Marin Promise Partnership, and the Healthy Novato ([links](#)) Initiative have been very proactive in partnering with NUSD to serve these socioeconomically disadvantaged students (and also foster youth and homeless students) to have access to the resources they need in order to support them during the COVID-19 pandemic.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>ELEMENT 1: Continuity of Instruction</p> <p>During the 2020-2021 school year, 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. 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 ongoing 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 Espanol provided up-to-date information. District-wide, staff reached out to students experiencing homelessness and in foster care to ensure they were provided with resources available to them. The goal of a continuity learning plan is to overcome obstacles through innovative means of teaching, engaging students in learning, and making decisions that minimized any disruption in a student's education. In the midst of the uncertainty of the COVID-19 pandemic, NUSD schools continued to provide learning programs for students..</p>	6938429	No

Description	Total Funds	Contributing
<p>ELEMENT 2: Access to Devices and Connectivity</p> <p>March 2020 School Closures</p> <ul style="list-style-type: none"> - As student's embarked on learning remotely in March, NUSD's information technology - IT (link) personnel started to collaborate with service providers (link) and staff to ensure that students had reliable access to the Internet at-home and working devices. - NUSD worked in the spring of 2020 to identify households without wifi. - Xfinity's (subsidiary of Comcast Communications) free wifi program was utilized for families within range. Information about this program was shared in English and Spanish along with phone calls from bilingual community liaisons. - In a joint effort with Marin County Libraries (link), NUSD acquired hotspots for families who were unable to take advantage of the free Xfinity offer for students. Although NUSD was able to provide connectivity for students, it was discovered that in some cases the required capacity for video streaming for distance learning was not met. - The NUSD Prevention Coordinator started to collaborate with an IT department 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. <p>2020-21</p> <ul style="list-style-type: none"> - In preparation for 2020-21, NUSD re-allocated Chromebooks for 2nd graders, and a limited number of ipads for K-1 students who need them. Foster Youth, Homeless, EL, and Socio Economically Disadvantaged students were given priority access to devices. - NUSD also purchased iPad for K-2. Once again, students with unique needs will be given priority to receive devices. - NUSD's goal is to provide all students with high quality Internet access. - Device and connectivity needs will continue to be monitored by NUSD Prevention Coordinator and IT counterpart. - NUSD will continue to partner with Comcast. NUSD recently entered into an Internet Essentials (link) agreement with Comcast to provide free internet access to families. NUSD will continue to work with Marin Public Library and Marin Promise Partnership (link) to provide hotspots for some students. - For those students for which hotspots and Comcast services are not viable options, NUSD will continue to seek solutions. NUSD will work tirelessly to ensure that all students will have Internet access to allow them to fully participate in distance learning. <p>ELEMENT 3: Pupil Participation and Progress</p>		

Description	Total Funds	Contributing
<p>- Teachers will utilize proficiency based education to guide instruction and provide feedback on student progress.</p> <p>- Teachers will use a learning log (link) to monitor student participation and synchronous instructional minutes.</p> <p>- Teachers will utilize proficiency based education to guide instruction and provide feedback on student progress.</p> <p>- Teachers will use a learning log to monitor student participation and synchronous instructional minutes.</p> <p>Students will be administered a variety of online assessments including -</p> <ul style="list-style-type: none"> - Galileo Comprehensive Assessment System (link) - Diagnostic Assessment - NWEA MAP (link) is a State-aligned computerized tests for ELA - ESGI (link) is a one-on-one online assessment for TK and K <p>NUSD has used online asynchronous experience that students access through a web portal. Activities are focused around academic content and skills and also include fitness, social and emotional learning resources. NUSD is using an Aeries Student Information System (link) attendance model to track student attendance or participation in learning. In addition, teachers verify every day that they have provided the required synchronous and asynchronous instructional minutes. These minutes can be verified in the course or class in Google Classroom (link). In lower grades, minutes are verified in Seesaw (link). In addition, learning will be closely monitored using the following means:</p> <p>Diagnostic Assessments</p> <p>Diagnostic assessments (link) are intended to help teachers identify what students know and can do in different domains to support their students' learning. These kinds of assessments help teachers in determining what students understand in order to build on the students' strengths and address their specific needs. At the start of the 2020-21 students will be administered the diagnostic assessments in ELA and Math.</p> <p>Formative Assessments</p> <p>Formative assessments (link) are FOR learning. Resources for formative assessment are provided in each of California's curriculum frameworks, along with examples to assist teachers, for all subjects, including ELA, mathematics, and science. Teachers can use tools such as the teacher created NUSD Proficiency Based Education Scales or rubrics to clarify expectations and to provide feedback. In addition, journals, quick writes, and discussions will be used to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the</p>		

Description	Total Funds	Contributing
<p>lesson; observations of students working in small groups; student work samples; and a variety of others.</p> <p>Summative Assessments Summative assessments (link) are OF learning. Summative assessments typically sample a wide range of information to produce an overall score that evaluates what has been learned, but they do not provide sufficiently detailed information to guide personalized teaching and learning. Furthermore, statewide summative assessments used for federal accountability purposes focus primarily on grade-level standards, which means they do not test skills above or below grade level; hence, they cannot accurately show where a student’s understanding of a specific skill or concept is nor what the teacher should focus on to ensure successful student learning. The CDE sample and those from the LAUSD to create our learning log (link) for monitoring participation and synchronous instructional minutes. Instructors produce daily or weekly learning materials as a multi-content.</p> <p>ELEMENT 4: Distance Learning Professional Development Since the start of the distance learning program in March of 2020, NUSD has offered/provided professional development for staff to implement remote learning with the goal to minimize learning loss. Every year, the NUSD professional work calendar begins with two days of professional development to prepare staff for the upcoming year. 2020-21 brings unique training and planning needs and NUSD chose to offer several options to satisfy professional development commitments.</p> <p>Professional development plans consisted of one-and-a-half required days and three additional optional paid days. NUSD offered a wide range of options for teachers to choose from including: Google Certification for Teachers, Marzano Best Practices, AVID and the opportunity for teachers to submit their own learning plans for approval. Many teachers opted to take training in Zoom, Seesaw or Imagine Language & Literacy or other new digital tools.</p> <p>For the remainder of the 2020-21 school year Education Services staff, NUSD’s Teacher Leader Team and program experts will continue to provide professional development opportunities for staff to acquire skills to proficiently use online learning applications including:</p> <ul style="list-style-type: none"> - Google Classroom - Zoom - Seesaw - Galileo Assessment - Imagine Learning Math and Reading - Epic Digital Library 		

Description	Total Funds	Contributing
<p>- Clever - single login for programs and resources - Studies Weekly - Social Studies</p> <p>ELEMENT 5: Staff Roles and Responsibilities The COVID-19 pandemic shocked our education system and forced school districts to find new ways to reimagine teaching and learning. The transition to a distance learning program model significantly impacted the roles and responsibilities of staff districtwide. In some cases, new roles and responsibilities are still being defined or redefined,, and will continue to evolve as NUSD prepares to reopen for in-person instruction. Following are some of the key changes in staff roles and responsibilities for 2020-2021:</p> <p>Teachers, Attendance and Engagement Teachers will provide synchronous and asynchronous (link) instruction daily. They will be responsible for monitoring and documenting attendance, submission of assignments and student engagement.</p> <p>Virtual Learning Academy (VLA) Early on, NUSD determined the need to establish a virtual learning academy. The newly established Virtual Learning Academy (link) 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, one .50 FTE administrator for elementary school, one .50 FTE administrator for secondary school, and one office manager.</p> <p>Health Coordinator Each site will have a health coordinator to ensure direct communication between Marin Health Department officials and each school.</p> <p>Community Liaison To strengthen the home-school connection, NUSD community liaisons will work with the NUSD Prevention Coordinator under the guidance of licensed clinical social worker to implement best practices assessing student welfare and family outreach within a distance learning setting. Attention will be paid to providing families with information regarding resources and services available within and outside of NUSD during distance learning. Also, how to communicate with families in school during transitions from remote, hybrid and in-person learning.</p> <p>School Resources Officers and North Bay Security Group</p>		

Description	Total Funds	Contributing
<p>Novato Police Department (link) campus resource officers and contracted North Bay Security Group (link) personnel will work with site and district administrators to conduct home visits to assess student welfare and inform families of available school and community services including meal program, wi-fi connectivity, wellness services. The focus of the visits are intended to support families and not to be punitive.</p> <p>ELEMENT 6: Support for Pupils with Unique Needs NUSD's COVID-19 Return to School Guide (https://nUSD.org/nUSD-covid-19-return-to-school-guide/) includes acceleration strategies for EL, Homeless, Foster, and Socioeconomically Disadvantaged students.</p> <p>Providing high quality accelerated instructional strategies by following best practices in the areas of:</p> <ul style="list-style-type: none"> - Curriculum selection and instructional delivery models - Assessment practices and policies, including local and statewide assessments - Services to special populations, including socioeconomically disadvantaged students, English learners, Homeless and Foster Youth - Access and use of instructional technology - Expanded learning opportunities <p>English Learners NUSD will continue to support identified English learners (EL) with English Language Development (ELD), during COVID-19. Following are the requirements identified by CDE and our responsibilities as a local educational agency (LEA.) Teachers and principals were given resources that are available for staff and a How To informational sheet for Imagine Language & Literacy(link) software for students.</p> <p>The California Department of Education requires English learners to continue to receive Designated and Integrated English Language Development (ELD) (link) as part of their learning program. LEAs have the flexibility to determine how services will be provided to English learners. NUSD can determine where, when, and what the students receive in order to continue to make progress toward English language proficiency and to meet grade level academic achievement. Although there are no minimum number of minutes required, ELD is a required course of study for English learners. This means that during this time, ELD teachers at all three levels (elementary, middle, and high school) will continue to provide support for language development through live on-line teaching to small groups and through the use of teacher recommended on-line resource, Imagine Language & Literacy. The Education Services department provided training related to EL standards and integrating these into daily</p>		

Description	Total Funds	Contributing
<p>learning. They also offered resources and training related to best practices for ELs in remote learning environments.</p> <p>Students with Exceptional Needs - Special Education NUSD's COVID-19 Return to School Guide (https://nUSD.org/nUSD-covid-19-return-to-school-guide/) outlines planning for special education students including, best practices, resources, planning implications and advocacy.</p> <p>For students with disabilities, the California Department of Education (CDE) advises school districts to do their best to adhere to federally mandated timelines, to the maximum extent possible. For cases in which students were in the middle of the assessment (or reassessment) process when the Shelter-in-Place Executive Order N-33-20 (link) was issued, the recommendation is for school districts to complete any assessments that may be completed remotely. The school district may convene an IEP team meeting remotely (via video conference or teleconference) and present the results of all completed assessments within the federally mandated 60-day timeline. It is important to note that not all assessments may be conducted virtually. School Psychologists, Education Specialists, Speech and Language Pathologists, Occupational Therapists, Mental Health Providers, and others, rely on a series of assessments that have been administered in-person and normed accordingly. The National Association of School Psychologists (NASP) (link) recommends that an assessment only be conducted virtually when it is standard practice for that assessment. Families are encouraged to reach out to their case manager with questions related to specific assessments. When the state and local health department officials determine that it is safe and students resume in-person instruction, school districts are to complete the assessment process, and convene an IEP team meeting to review the findings and make a statement of eligibility. Notably, SB 117 (link) suspended timelines regarding initial assessments, and the CDE has indicated that it will consider the days of school site closure due to the COVID-19 public health crisis as days between the pupil's regular school session. Effectively, the 60-day assessment timeline was paused when in-person instruction was suspended. The assessment timeline will start again once in-person instruction resumes.</p> <p>NUSD recognizes that relationships are the most critical component of the Individualized Education Program - IEP (link) process. Relationships between students and staff, members of the IEP team including families, staff and outside providers, as well as working relationships between service providers to ensure the plan is coherent, services are coordinated to maximize benefit, and implementation is aligned, effective, and compliant. Our priority is to do everything we possibly can to maintain consistent IEP Teams, but the reality is whether or not students enroll in distance or in-person learning there will likely be some</p>		

Description	Total Funds	Contributing
<p>changes among the service providers. Even in a typical year, there are staffing changes and new members join teams. We know it is in everyone's best interest to retain and continue with as many of the same service providers who have worked with students and families when possible; and when it is not possible, our staff will do everything we can to ensure the transition to new service providers is structured such that everyone is supported to promote the success of the child.</p> <p>At the next regularly scheduled IEP meeting during the pandemic (i.e. annual or triennial), the IEP Team will affirm the current offer of free and appropriate education (FAPE) pursuant to the current, operational IEP; coordinate services, accommodations, and modifications to the greatest extent possible (this process includes NUSD, MCOE, Non-Public School, and non-public agency providers); and design a Local/National Emergency Conditions Learning Plan (in accordance with Senate Bill 98 - link), which will provide temporary proportional adjustments to services based on current operational IEP. It is likely that students who attend in-person will also be able to receive a hybrid of push-in and pull-out services in person and remotely. NUSD is gearing up with PPE equipment and environment design that will enable services to be provided one-on-one and in small groups. However, the guidelines for how adults migrate among cohorts are highly subject to change as the COVID-19 statistics fluctuate throughout the school year. The default plan will always be service delivery via remote, tele-platforms (i.e. Zoom, Google Hangouts, etc - link.) whether the student is enrolled in the flexible in-person school model or Virtual Learning Academy. If students are able to receive push-in and pull-out services, the schedule will be carefully tracked to ensure contacts are minimal and time between groups allows for safety protocols to be implemented. If students are not able to leave their general education cohort for pull-out services and adults are not able to push-in to provide services, the plan would then be to provide special education services to students through tele-service platforms no matter whether they are attending in-person or remotely. Our staff is trained to provide instruction using a variety of materials to support student progress towards IEP goals. We have resources to support our staff with both program deliveries both in-person/online and remote learning.</p> <ul style="list-style-type: none"> - Students enrolled in Early Intervention (link) class settings were provided iPads to support online learning and service delivery - Students with an IEP enrolled in Transitional Kindergarten, Kindergarten, and Grade 1 were issued an iPad to support online learning and service delivery. - Students with an IEP enrolled in Grades 2-12 were issued a Chromebook to support online learning and service delivery. - Assistive Technology Specialist coordinated with teachers, service providers, students and families to ensure accessibility per the IEP. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> - Distance learning is tracked using Seesaw Early Intervention-Grade 1 (link) and Google Classroom Grades 2-12 (link) - Speech and Language, Occupational Therapy, and Psychologist and Counseling services is tracked using Paradigm Healthcare Medicaid Billing System (link) - Specialized Academic Instruction service delivery is tracked using SEIS Service Tracker (link) - Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district include but is not limited to the following: <ul style="list-style-type: none"> - Providing technology or other necessary equipment in the home setting; - Parent/student technology support helpdesk(link). - Parent access to mental health service providers. <p>Students with 504 Plans</p> <p>Newly qualified students with 504 plans (link) provided with accommodations appropriate to remote learning. Next plan meeting date is listed as “asap upon return to campus” 504 site chairs instructed to address 504 plans of students new to their campus first and assess appropriateness of accommodations to remote learning. The District 504 Coordinator provides ongoing support to 504 students and prioritizes the provision of technology in order to assure access continues through remote learning.</p> <p>Foster Youth</p> <p>For foster youth (link) supporting mental and physical health is vitally important to ensuring young people thrive long after COVID-19. Particularly for youth in foster care who are survivors of trauma, the pandemic and social isolation can create a variety of triggers that threaten their mental well-being. NUSD has ensured that mental health supports will continue to be robustly offered to these students using digital tools. Throughout the COVID-19 health crisis, the urgent needs of youth in foster care have reinforced what we know about the importance of having mentors, coaches and caregivers walk alongside youth in foster care. Philanthropic and government resources are responding to the needs of students, and NUSD is facilitating and advocating for these connections for our foster students.</p> <p>Students Experiencing Homelessness</p> <p>For homeless students (link), these children and youth, and their families, have unique needs particularly during school closures. NUSD's MTSS Coordinator works with families, schools, and community resources to mitigate the loss of learning and prevent additional trauma. Community liaisons and NUSD's clinical social worker are both consulted and deeply involved in COVID-19 response planning and execution. Local liaisons have specific responsibilities for</p>		

Description	Total Funds	Contributing
<p>identifying children and youth experiencing homelessness. Local liaisons, SROs, North Bay Security Group personnel and other district or school staff communicate with families and students to follow best practices in proactively, sensitively, and discreetly asking about housing status in order to identify any and every student who has not already been identified as lacking a fixed, regular, and adequate nighttime residence. All liaisons will proactively maintain contact with these students and their families to ensure they are connected to school instruction and other school- and/or community-based supports, as needed and appropriate. A list of community resources (link) in English and Spanish will assist these families with getting access to local support.</p> <p>Typically, students experiencing homelessness stay in unsafe situations and are at greater risk to be victims of trafficking and other vulnerabilities. The closing of schools as a precautionary measure may have the unfortunate effect of having students experiencing homelessness spending more time in unsafe and even traumatic “home” environments, thus exacerbating trauma and a sense of isolation. NUSD school staff, particularly those who already have established positive and supportive relationships with students, will regularly check-in with the students and their families. Schools and communities will continue to work together to identify and execute a coordinated community strategy to maintain communication with, coordinate services, and support families and unaccompanied youth experiencing homelessness.</p> <p>During the 2019-20 Last school year, 207 families were identified as being in transition (experiencing homelessness) and NUSD learned how to partner Marin County resources on behalf of these students and their families. For 2020-21, we will continue to leverage these connections on behalf of students. The MTSS Coordinator crafted a document titled Info and Checklist for supporting families in transition/experiencing homelessness for staff which highlights the definition of homelessness under the McKinney Vento Homeless Assistance Act (link) along with educational rights for students. This was distributed to staff along with a checklist about the necessary steps to take with identification and supporting families to ensure system continuity.</p> <p>Low - Income</p> <p>Even before COVID-19 pandemic struck, economically disadvantaged families struggled to get by. These NUSD students are vulnerable to interruptions in learning due to struggling with housing, food, technology and meeting grade level expectations. Socio-economically disadvantaged students are given priority to receive a learning device and access to the Internet. All students who are eligible for the Free and Reduced Meal Program - FRMP (link) are offered grab-and-go meals at designated schools throughout the district. Furthermore,</p>		

Description	Total Funds	Contributing
organizations like North Marin Community Services, Marin Public Libraries, Marin Promise Partnership, and the Healthy Novato (links) Initiative have been very proactive in partnering with NUSD to serve these socioeconomically disadvantaged students (and also foster youth and homeless students) to have access to the resources they need in order to support them during the COVID-19 pandemic.		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Due to school closures in March 2020, teaching staff quickly shifted to instructional practices to best support students in a distance learning environment. A number of students experienced the emotional consequences of isolation and a lack of predictability due to the COVID-19 pandemic that resulted in a disruption in learning. As NUSD enters a new school year, NUSD will continue to strengthen an equity-focused approach to learning loss during and after COVID-19.

Actions to Mitigate Learning Loss

- Utilize proficiency based education to guide instruction and provide feedback on student progress.
- Use a learning log (link) to monitor student participation and synchronous instructional minutes.
- Administer a universal screener (link) in Math and English Language Arts in grades K-12 to gauge learning loss at the start of the year. This screener is standards aligned and designed to provide detailed data about each student's current proficiency level. This data,

compared to the last assessments administered prior to school closures in the - - spring will help teachers identify learning gaps and plan instruction to accelerate and reinforce learning.

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

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

NUSD's COVID-19 Return to School Guide (link) includes Acceleration Strategies for EL, Homeless, Foster, Socioeconomically Disadvantaged students.

Providing high quality accelerated instructional strategies by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including Socioeconomically Disadvantaged students, English Learners, Homeless and Foster Youth
- Access and use of instructional technology
- Expanded learning opportunities

English Learners

- Administer the optional Summative English Language Proficiency Assessment of California -ELPAC(link) in the fall (in person/remotely) for students who are potential candidates for reclassification (link).
- Use the English Language Development Proficiency Level Descriptors - PLD (link) to measure English language development progress. The PLDs depict student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at

early stages and upon exit from each of three proficiency levels: Emerging, ----Expanding, and Bridging. These descriptors are intended to be used as a guide for teachers to provide English learners with targeted instruction in English language development as well as differentiated instruction in academic content areas.

- Create information and checklists to support initial Identification/Intake procedures for English learners to streamline the process for school personnel and ensure accurate identification.
- Pilot state- approved Designated ELD curriculum (link) and provide ongoing professional development for teachers and site administrators, for teachers at the high school level, supporting long-term English learners. Students and teachers are provided with on-line tools

and materials to support learning

- Provide professional development that focuses on providing meaningful, Integrated and Designated ELD, district-wide with a focus on increasing the quality and quantity of verbal and written interactions using academic language.
- Continue to provide Spanish-narrated and parent-friendly videos (link) about how to use online programs and support children.
- Work with school site administrators to develop ongoing surveys to gain parent/guardian feedback from parents/guardians of English learners about trainings/workshops that would address their specific needs.
- Implement a Newcomer intake process to gain a better understanding of assets and needs of students and families and to ensure continuity of learning.

- Provide bi-monthly Newcomer parent orientations to support families with the acculturation process and connect them with support staff at their respective school sites.
- A webpage (link) was created for students who are newcomers and their families that provides up-to-date academic and wellness resources.

Low-Income

- Responding to gaps in attendance and engagement
- Ensuring access to devices and wifi
- Providing meals (link) at selected locations throughout NUSD
- Sharing opportunities such as Pandemic EBT benefits (link). A Family could apply to receive up to \$365 per child to purchase food.
- Sharing an emergency resource webpage (link) with credible and updated resources that schools cannot provide (housing, food besides FRMP and health care).
- Monitoring academic progress and creating a personalized pathway for learning.
- Collaborating with school and district personnel to address student needs and how to respond to them.

Foster Youth

- Create an information document with best practices and resources to support initial identification/intake procedures of foster youth to streamline the process for school site staff to ensure immediate enrollment and services.
- Identify most critical prerequisite skills and content knowledge in order to access grade-level content and partner with school staff and families to ensure district programs/software is being used to provide supplemental interventions monitored and timely feedback is provided.
- Collaborate per trimester with site administrators and support staff to monitor attendance and engagement during distance learning, and to provide learning or mental health supports.
- Use a hybrid model to partner with foster parents to provide needed support with training, information and resources. Listen to the needs of families via email, Zoom meetings, brief and targeted surveys, office hours for parents/guardians, weekly newsletters and social media.
- To accelerate student learning, school/district foster youth liaisons will participate in multiple Trauma-Informed Practices training sessions sponsored by Marin County Office of Education to better understand and share with school personnel, trauma, its impact, and practices to develop safe environments.

Pupils Experiencing Homelessness

- Create information sheets and checklists to support initial identification/intake procedures of students experiencing homelessness to streamline the process for school personnel and ensure immediate enrollment and services.
- Identify most critical prerequisite skills and content knowledge in order to access grade-level content and partner with school staff and families to ensure district programs/software is being used to provide supplemental interventions, monitored and timely feedback is

provided

- Collaborate per trimester with site administrators and support staff to monitor attendance and engagement during distance learning, and to provide learning or mental health supports.
- Using a hybrid model to partner with parents/guardians and unaccompanied youth (email, Zoom meetings, office hours for parents/guardians, weekly newsletters, facebook, etc.)
- To accelerate student learning, school/district foster youth liaisons will participate in multiple Trauma-Informed Practices training sessions sponsored by Marin County Office of Education to better understand and share with school personnel, trauma, its impact, and

practices to develop safe environments.

Pupils with Exceptional Needs - Special Education

NUSD's COVID-19 Return to School Guide (link) outlines planning for special education students including, best practices, resources, planning implications and advocacy.

- Strategies to support Pupils with Exceptional Needs
- Assistive Technology Specialist coordinated with teachers, service providers, students and families to ensure accessibility per the IEP.
- Distance learning monitored using Seesaw (Early Intervention-Grade1) and Google Classroom (Grades 2-12)
- Speech and Language, Occupational Therapy, and Psychologist and Counseling services tracked using Paradigm Healthcare Medicaid Billing system.
- Specialized Academic Instruction service delivery is tracked using SEIS Service Tracker
- Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district include but is not limited to the following:
 - Parent training for the use of technology;
 - Providing technology or other necessary equipment in the home setting;
 - Parent/student technology support helpdesk and
 - Parent access to mental health service providers

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

How much learning students lose during school closures varies significantly by access to remote learning, the quality of remote instruction, home support, and the degree of engagement. The effectiveness of the services and supports provided to address learning loss will be measured by

- Student attendance and engagement reports
- Results from diagnostic, formative and summative assessments

- Input from site administrators and staff, including community liaisons, restorative justice specialists and North Bay Security Group personnel
- Providing opportunities for stakeholder input from students and parents by way of surveys and meetings
- Public comments submitted and shared at NUSD governing board meetings

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>ELEMENT 1: Pupil Learning Loss Due to school closures in March 2020, teaching staff quickly shifted to instructional practices to best support students in a distance learning environment. A number of students experienced the emotional consequences of isolation and a lack of predictability due to the COVID-19 pandemic that resulted in a disruption in learning. As NUSD enters a new school year, NUSD will continue to strengthen an equity-focused approach to learning loss during and after COVID-19.</p> <p>Actions to Mitigate Learning Loss</p> <ul style="list-style-type: none"> • Utilize proficiency based education to guide instruction and provide feedback on student progress. • Use a learning log (link) to monitor student participation and synchronous instructional minutes. • Administer a universal screener (link) in Math and English Language Arts in grades K-12 to gauge learning loss at the start of the year. This screener standards aligned and designed to provide detailed data about each student's current proficiency level. This data, is standards aligned compared to the last assessment administered prior to school closures in the spring and will help teachers identify learning gaps and plan instructions to accelerate and reinforce learning. • Refine protocols to identify and respond to student needs. • Utilize multiple sources of data to determine student required level of remediation and emotional support. • Receive professional development to generate learning gains for students, especially disadvantaged populations. • Make use of family engagement to amplify learning . • Plan for future learning recovery. <p>ELEMENT 2: Pupil Learning Loss Strategies NUSD's COVID-19 Return to School Guide (link) includes Acceleration Strategies for EL, Homeless, Foster, Socioeconomically Disadvantaged students.</p>	513328	No

Description	Total Funds	Contributing
<p>Providing high quality accelerated instructional strategies by following best practices in the areas of:</p> <ul style="list-style-type: none"> • Curriculum selection and instructional delivery models • Assessment practices and policies, including local and statewide assessments • Services to special populations, including Socioeconomically Disadvantaged students, English Learners, Homeless and Foster Youth • Access and use of instructional technology • Expanded learning opportunities <p>English Learners</p> <ul style="list-style-type: none"> • Administer the optional Summative English Language Proficiency Assessment of California -ELPAC(link) in the fall (in person/remotely) for students who are potential candidates for reclassification (link). • Use the English Language Development Proficiency Level Descriptors - PLD (link) to measure English language development progress. The PLDs depict student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and upon exit from each of three proficiency levels: Emerging, ----Expanding, and Bridging. These descriptors are intended to be used a guide for teachers to provide English learners with targeted instruction in English language development as well as differentiated instruction in academic content areas. • Create information and checklists to support initial Identification/Intake procedures for English learners to streamline the process for school personnel and ensure accurate identification. • Pilot state- approved Designated ELD curriculum (link) and provide ongoing professional development for teachers and site administrators, for teachers at the high school level, supporting long-term English learners. Students and teachers are provided with on-line tools and materials to support learning. • Provide professional development that focuses on providing meaningful, Integrated and Designated ELD, district-wide with a focus on increasing the quality and quantity of verbal and written interactions using academic language. • Continue to provide Spanish-narrated and parent-friendly videos (link) about how to use online programs and support children. • Work with school site administrators to develop ongoing surveys to gain parent/guardian feedback from parents/guardians of English learners about trainings/workshops that would address their specific needs. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Implement a Newcomer intake process to gain a better understanding of assets and needs of students and families and to ensure continuity of learning. • Provide bi-monthly Newcomer parent orientations to support families with the acculturation process and connect them with support staff at their respective school sites. • webpage (link) was created for students who are newcomers and their families that provides up-to-date academic and wellness resources. <p>Low-Income Students</p> <ul style="list-style-type: none"> • Responding to gaps in attendance and engagement • Ensuring access to devices and wi-fi • Providing meals (link) at selected locations throughout NUSD • Sharing opportunities such as Pandemic EBT benefits (link). A Family could apply to receive up to \$365 per child to purchase food. • Sharing an emergency resource webpage (link) with credible and updated resources that schools cannot provide (housing, food besides FRMP and health care). • Monitoring academic progress and creating a personalized pathway for learning. • Collaborating with school and district personnel to address student needs and how to respond to them. <p>Foster Youth</p> <ul style="list-style-type: none"> • Create an information document with best practices and resources to support initial identification/intake procedures of foster youth to streamline the process for school site staff to ensure immediate enrollment and services. • Identify most critical prerequisite skills and content knowledge in order to access grade-level content and partner with school staff and families to ensure district programs/software is being used to provide supplemental interventions monitored and timely feedback is provided. • Collaborate per trimester with site administrators and support staff to monitor attendance and engagement during distance learning, and to provide learning or mental health supports. • Use a hybrid model to partner with foster parents to provide needed support with training, information and resources. Listen to the needs of families via email, Zoom meetings, brief and targeted surveys, office hours for parents/guardians, weekly newsletters and social media. • To accelerate student learning, school/district foster youth liaisons will participate in multiple Trauma-Informed Practices training sessions sponsored by Marin County 		

Description	Total Funds	Contributing
<p>Office of Education to better understand and share with school personnel, trauma, its impact, and practices to develop safe environments.</p> <p>Pupils Experiencing Homelessness</p> <ul style="list-style-type: none"> • Create information sheets and checklists to support initial identification/intake procedures of students experiencing homelessness to streamline the process for school personnel and ensure immediate enrollment and services. • Identify most critical prerequisite skills and content knowledge in order to access grade-level content and partner with school staff and families to ensure district programs/software is being used to provide supplemental interventions, monitored and timely feedback is provided. • Collaborate per trimester with site administrators and support staff to monitor attendance and engagement during distance learning, and to provide learning or mental health supports. • Using a hybrid model to partner with parents/guardians and unaccompanied youth (email, Zoom meetings, office hours for parents/guardians, weekly newsletters, Facebook, etc.) • To accelerate student learning, school/district foster youth liaisons will participate in multiple Trauma-Informed Practices training sessions sponsored by Marin County Office of Education to better understand and share with school personnel, trauma, its impact, and practices to develop safe environments. <p>Pupils with Exceptional Needs - Special Education</p> <p>NUSD's COVID-19 Return to School Guide (link) outlines planning for special education students including, best practices, resources, planning implications and advocacy.</p> <ul style="list-style-type: none"> • Strategies to support Pupils with Exceptional Needs • Assistive Technology Specialist coordinated with teachers, service providers, students and families to ensure accessibility per the IEP • Distance learning monitored using Seesaw (Early Intervention-Grade1) and Google Classroom (Grades 2-12) • Speech and Language, Occupational Therapy, and Psychologist and Counseling services tracked using Paradigm Healthcare Medicaid Billing <p>system</p> <ul style="list-style-type: none"> • Specialized Academic Instruction service delivery is tracked using SEIS Service Tracker 		

Description	Total Funds	Contributing
<p>Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district include but is not limited to the following:</p> <ul style="list-style-type: none"> • Parent training for the use of technology • Providing technology or other necessary equipment in the home setting • Parent/student technology support helpdesk • Parent access to mental health service providers <p>ELEMENT 3: Effectiveness of Implemented Pupil Learning Loss Strategies</p> <p>How much learning students lose during school closures varies significantly by access to remote learning, the quality of remote instruction, home support, and the degree of engagement. The effectiveness of the services and supports provided to address learning loss will be measured by -</p> <ul style="list-style-type: none"> • Student attendance and engagement reports • Results from diagnostic, formative and summative assessments • Input from site administrators and staff, including community liaisons, restorative justice specialists and North Bay Security Group personnel • Providing opportunities for stakeholder input from students and parents by way of surveys and meetings • Public comments submitted and shared at NUSD governing board meetings 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

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 with a system that met a variety of mental health needs. Staff added COVID-19 information and resources to the NUSD Wellness webpage ([link](#)), communicated with parents virtually through

Facebook Live events - English/Spanish ([link](#)), 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.

The NUSD COVID-19 Return to School Guide ([link](#)) addresses the mental health and social-emotional development for all students, staff and community by following best practices in the areas of:

- School-based mental health services
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

Multi-tiered Support System

NUSD's District Social and Emotional Learning Plan ([link](#)) outlines a multi-tiered support system.

Tier 1: Every Student Every Day

Supports at Tier 1 represent a universal approach to ensure that all students experience a safe, supportive environment and are supported by prevention-focused systems that promote positive behavior.

Tier 2: At-Risk Students

At Tier 2, students who demonstrate some behavioral/social-emotional risk are supported with evidence-based interventions. Behavior is continuously taught to all students, and students at some risk receive "extra doses" of behavioral instruction.

Tier 3: Targeted/Intensive

Interventions at Tier 3 support 3%-5% of students for whom strategies in Tier 1 and 2 are not enough to support growth in the five competencies. Interventions are individual and targeted.

NUSD acknowledges that students will be harboring anxieties, however cannot anticipate all of them. Student engagement in academics is predicated on feeling safe and secure in a brick-and-mortar school setting. NUSD will prioritize the needs of students with previously established mental health concerns.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Attendance and engagement in school are required for academic success. A meaningful connection to friends, caring adults, engaging courses and class activities is what students need in order to learn and thrive in school. This is true regardless if students are learning remotely or in-person. The COVID-19 pandemic has resulted in numerous challenges to effectively monitor student attendance and engagement. In response to the pandemic, NUSD district and site personnel have new roles to support eliminating obstacles to ensure that students are engaged or in the process of re-engaging in their learning.

Attendance

Improving student attendance is an ongoing priority for NUSD. In the face of the COVID-19 pandemic, established in-person learning program attendance procedures were altered to support remote learning and an anticipated increase in student absenteeism due to student/family job, food, home insecurities. For 2020-21, NUSD has guidance from county public health officials and requirements outlined in Senate Bill 98 to define and monitor student attendance.

Through tracking attendance requirements, students will be quickly identified as absent. School personnel (bilingual community liaisons and counselors) will support teachers and site administrators by making contact (electronically or by phone) to families to ascertain root causes as to why a student is absent from distance learning instruction. School personnel will be able to work with families to address needs, and provide available resources to prevent further absenteeism.

Eliminating the Digital Divide

Without equitable access to distance learning technology while students are at home, NUSD risks exacerbating education inequality across the district. A coordinated effort by district administrators and site personnel, to support families and students plays a pivotal role in eliminating the existence of a digital divide for NUSD students.

2020-21 Actions

- The NUSD Prevention Coordinator will collaborate with an IT department 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.
- Monitoring distance learning attendance following SB 98 guidelines will also allow NUSD personnel to quickly identify and reach out to families who might be experiencing difficulties with accessing technology.
- NUSD will continue to partner with Comcast to provide internet access. NUSD recently entered into an Internet Essentials ([link](#)) agreement with Comcast to provide free Internet access to families. NUSD will continue to work with Marin Public Library ([link](#)) and Marin Promise Partnership ([link](#)) to provide hot-spots for some students.
- NUSD will work to ensure that all students, especially our most vulnerable students have internet access that allows them to fully participate in distance learning.

Re-Engagement Strategies

Tiered procedures to engage students in their learning, supports identifying systemic root causes in lack of engagement and provides strategies to implement to prevent further dis-engagement.

Step 1:

- Teachers will record students attendance and student engagement following SB 98 accountability requirements.
- Principals will analyze attendance reports weekly.
- Site resources including community liaisons and counselors will be used to contact families whose students are absent in excess of 60% in the given week.
- Families will be referred to appropriate departments for support (e.g. IT, EL Department, Special Education).

Step 2:

- Restorative Justice Specialists will be utilized to support students who demonstrate ongoing disengagement from remote learning.

Step 3:

- Referral to remote Student Attendance Review Board - SARB (link) meeting to establish wrap-around services to support student engagement.

Communication

From the onset of the shelter-in-place mandate, NUSD provided parents and the community online resources (link) to support learning from home, remain informed (link) regarding NUSD's response to the health crisis, and opportunities for families to provide input (link) to district leaders. For 2020-21, NUSD will continue to refine communication with the community.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The NUSD Food and Nutrition Services Department - FANS (link) has continued to serve anyone in the community under 18 a breakfast and lunch Monday-Friday, available for curbside pick up at Hamilton School (link), Lynwood Elementary (link) and Hill Education Center(link). On Friday March 13, 2020, NUSD FANS Department submitted to CDE the form for meal flexibility waiver for the Seamless Summer Option - SSO (link).

FANS created a written procedure to ensure they are able to maintain accountability and program integrity. This SSO program ran through the First day of school on August 20, 2020, at which time the FANS department went back to serving standard meal counting and claiming procedures as the SSO date had expired. However on August 31, 2020, due to the extension of SSO, FANS was able to continue the free

meal service of breakfast and lunch to anyone under the age of 18 through December 31, 2020. This extension will allow for less contact between FANS staff and the public, seamless service, and not overtly identifying families in the program. In order to keep up with increased demand for families who rely on accessing our program, on September 14, 2020, we opened three more additional meal locations at San Ramon ([link](#)), Loma Verde ([link](#)) and Lu Sutton ([link](#)) Elementary Schools.

Additionally, once students return to campus, the FANS will continue to serve all students on all campuses through the SSO program. This will make the meal service more accessible and reduce the burden on staff on campus to capture the individual data on who is eating and the eligibility of each student until this program expires on December 31, 2020.

When NUSD moves to a blended learning program, FANS will continue to provide breakfast and lunch for students who attend in-person learning, and will adhere to all social distancing and new COVID-19 requirements. Students will pick up meals at designated areas in multiple locations on campus at secondary schools, including outdoors in conjunction with local health codes.

For the Virtual Learning Academy, FANS will offer meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to campuses, Nutrition Services is putting plans into place to maximize safety within the COVID-19 context.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7%	\$5,060,950

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions and services provided to foster youth, English learners and low-income students are to address gaps in learning, mental health, and social-emotional well-being. Many of the actions started in the 2019-20 school year related to school closures will continue during 2020-21.

Foster Youth

The needs of foster youth were considered first with ensuring access to devices and connectivity. It is essential that students have access to devices and internet capabilities in order to access learning. Many foster youth experience instability with caretakers and often lose intimate bonds, have high attendance, absences, and may change schools frequently. As a result, this impacts them emotionally, socially and academically. In spring of 2020, Marin County Office of Education started to offer additional online tutoring to NUSD foster youth. Having a device and stable internet connection, allowed students to have one-on-one support to improve learning outcomes.

English Learners

The needs of EL students were considered first with ensuring access to devices and connectivity. Imagine Language & Literacy software program was provided to English learners during the 2019-20 school year, during shelter in place as an additional support for English language development. Virtual summer school sessions that focused on enriching language and literacy skills were also offered to English learners. The program included weekly student/parent outreach from teachers and community liaisons via email and phone calls to support engagement and continuity of learning.

It is essential that students have access to devices and internet capabilities in order to access online learning. In addition, English learners thrive in environments where they can interact with peers, using academic language in a meaningful way. Creating an opportunity for our English learner students to learn and practice skills that are tailored to their individual needs in the areas of language development (academic language, vocabulary, grammar, and reading complex texts) with ample opportunities for listening, speaking, reading and writing for six weeks during the summer minimized learning loss.

Low-Income Students

The needs of students who are socioeconomically disadvantaged were considered first with ensuring access to devices and connectivity. Starting in March, food insecure students were able to pick up meals from selected locations. 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. Many families experiencing homelessness are struggling to have their basic needs (food, housing, employment, mental health, healthcare, etc.). Providing them with referrals to community based organizations that utilize a comprehensive intake process helps the families to get connected with organizations and services to meet their needs. When these needs are not addressed, the probability that learning is happening decreases.

2020-2021

For 2020-21, NUSD will continue to provide specialists, extended classes, programs, services and professional development focused on meeting the needs of unduplicated students. Additionally, during distance learning the following actions will be implemented:

- Foster youth, English learners and low-income students will be given priority to receive devices.
- NUSD personnel will ensure internet access for unduplicated students.
- FANS will expand locations for students to pick up meals safely.
- Current information regarding community resources will be provided to families.
- School personnel will work with mental health professionals implementing a multi-tiered system of services to support students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Successful goals and actions included in NUSD's LCAP (link) , evaluation of data and stakeholder input demonstrates the need to continue a sustained multi-tiered system of positive intervention support. Services are connected through a district-wide monitoring of best practices to identify unduplicated students who are most in need of the program.

Personnel

- MTSS Coordinator
- Teachers on Special Assignment (TOSA)
- Intervention Specialist
- Academic Counselors
- Newcomer Counselor
- Community Liaisons

Expanded Classes & Site Support

- EL Sections - secondary
- Site Allocations - elementary

- AVID Class Sections

Programs & Services

- Data Matters
- MTSS Program
- Contribution to FRMP
- Mental Health Counseling
- AVID Contract
- PSAT & AP Exams
- Apex Learning
- Imagine Language & Literacy Online Intervention
- Imagine Math Online Intervention
- Assessment and Instructional support software
- Translation/Interpretation

Professional Development

- AVID Summer Professional Development
- Professional Development