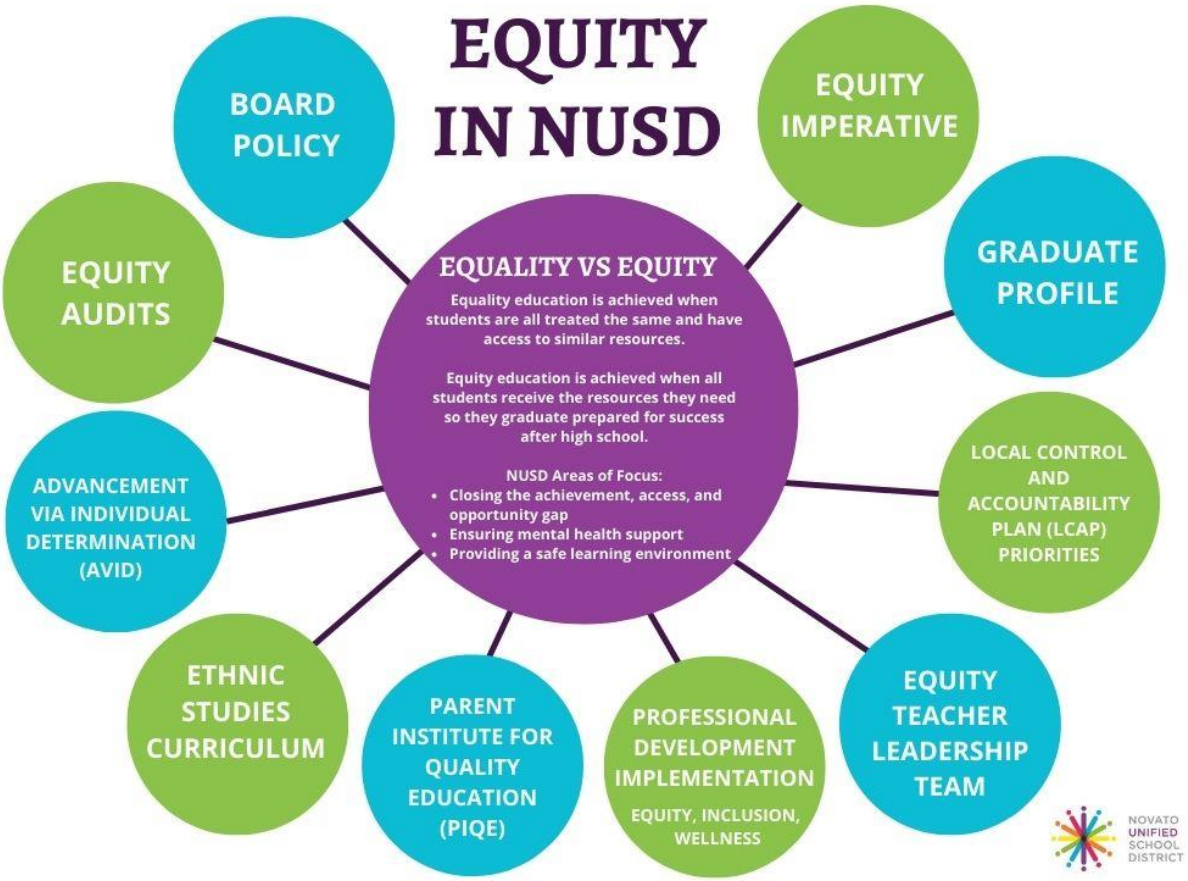
NUSD Equity Imperative: Goals, Strategies, Actions

Equity:
Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.

Equity in the Novato Unified School District means ensuring every student, and each individual, has access to educational opportunities that challenge, engage, inspire, and prepare them for a strong future. Equity also means that every student has the support, encouragement, and assistance needed to succeed in school.

NUSD's CALL-TO-ACTION
The educational success of all students has a positive impact on the entire Novato community. It is in the best interest of our community to ensure that each of our students succeeds. NUSD's intention is for our community to hold high expectations for each and every student.



NUSD is committed to:

- examining and changing structures, policies, practices, and relationships to ensure equitable outcomes for all students.
- setting clear and attainable academic and social emotional goals.
- implementing strategies and actions that align with district goals to close the academic, access, and opportunity gap for all students.

NUSD recognizes that ensuring equity is an enduring effort and requires continuous work and a commitment to finding solutions. NUSD invites the greater Novato community partners to join in nurturing dialogue and finding common solutions as students access learning, social emotional development, and benefit from a rigorous and engaging education. Jointly, NUSD and the greater community is working toward closing the opportunity, academic, and access gap for all students.

NUSD's Strategies and Commitments to Move Toward Greater Equity for All

NUSD embraces a laser focus on the predictability of student success as correlated to race, socio-economic status, primary language and students with special needs. The traditional educational system in the United States has a history of inequity of access, policies, practices, and belief systems. Students living in poverty, with special needs, who speak a primary language other than English, and who may "need more to get the same", are the students NUSD will strive to include in all school environments. The data serves NUSD well as disparities in achievement in formative and summative assessments are analyzed. The opportunity gap is evident and efforts are continuing to address access, academics, and systems of support for achievement and social emotional development. Inclusion of our families traditionally disenfranchised by an unfamiliar system is essential.

- Create space and structures for staff, students and families to be included in the school environment.
- Ensure a school culture that embraces caring relationships and values people for their individuality.
- Support a school where children can grow and learn; to achieve to their full potential.
- Commit to nurturing dialogue on poverty, race, culture, and language in order to create structures and classroom practices to enhance learning and social emotional well-being.
- Prepare students for higher education by setting the foundation for learning through high expectations and support systems so they can thrive at every level of the education system leading to university.
- Honor the established Graduate Profile including the Six C's of Communicator, Critical Thinker, Collaborator, Conscientious Learner, Culturally Competent, and Character.

"All students will demonstrate proficiency in the academic and social skills identified in the Graduate Profile, which includes meeting the UC/CSU entrance requirements upon graduation, so students are prepared for and successful in college and career based on the six Cs: Communicator, Critical Thinker, Collaborator, Conscientious Learner, Culturally Competent, and Character."

NUSD is committed to giving each child the support and resources needed to achieve their highest potential through academics, access, and opportunities to engage in an inclusive school environment that honors and embraces all learners.

NUSD Goals 2021-2024

NUSD established district goals to meet the needs of all learners with extended learning opportunities; data analysis to inform instructional practices; instructional materials that represent all learners, and celebration of all students' race, cultures, language, customs, contributions, and their abilities to thrive through multiple systems of support.

1.Student and Staff Success

A. Implement LCAP Plan: Culture of Caring, Competence, and Excellence
    1. Engage parents, students, community
    2. Support academic and social emotional development
    3. Identify student growth and specialized program support through the analysis of data
    4. Provide professional development for staff to support culture of caring, competence and excellence
B. Focus on closing the opportunity gap, achievement gap, and access gap for all students; provide resources for mental health services; and ensure a safe learning environment for all staff and students.
C. Pursue housing for employees to enhance revenues and provide support for employees to live and work in Novato through resources available and potential development of housing through various locations in the City of Novato

2. Financial Responsibility

A. Continue Budget Advisory committee to analyze how to decrease expenditures and increase revenues through a collaborative process
B. Ensure fiscal solvency and secure multi-year projections using updated enrollment and staffing projections, and data
C. Attract and retain students at all levels
D. Improve efficiency through more streamlined and unified systems of operations

3. Facilities Enhancements and Maintenance

A. Implement the final projects identified with the remaining Measure G Bond funds
B. Create a new master facility use plan
C. Begin new master facility planning process including a deferred maintenance plan

4. Communications Expanded to All Stakeholders

A. Enhance communications with all stakeholders to highlight district programs and achievements
B. Build relationships with all stakeholders and partnerships in Novato through direct interaction with various groups and organizations to engage in information sharing

NUSD Equity Initiatives and Definitions

Board Policy 0415: Equity

BP 0415 ensures value of diversity, commitment to equitable opportunities for students, identification and remediation of disparities in educational outcomes, examines and repairs practices, policies, and barriers that negatively impact student learning and access to education opportunities, and supports decision with intentionality and inclusivity for all communities.

Equity Imperative

The Equity Imperative was first introduced in NUSD in 2018 with the support of the National Equity Project. The Equity Imperative was resurrected and updated in 2021-22 to align with current practice and data driven decision making to promote equal access and opportunity. District goals are outlined, state and district assessments are analyzed and educational intervention aligned, Equity Audits by Dr. Anthony Muhammad drive student programs to ensure access and intervention, and extended learning designed to create opportunities to address the educational and opportunity gap.

Graduate Profile

The Graduate Profile was developed in 2018 and is utilized and implemented in its original format of promoting the six C's: Communication, Critical Thinking, Collaboration, Conscientious Learner, Culturally Competent, Character

Local Control and Accountability Plan (LCAP)

LCAP funds focus on programs and expenditures for specialized student groups including English Learners, Homeless and Foster Youth, and economically disadvantaged students. Programs, instructional materials, classified and certificated direct support for students are laser focused on these specific student groupings.

Equity Teacher Leadership Team (TLT)

District teams of teacher specialists are selected to participate in a "Teacher Leadership Team" structure to support colleagues to lead "Equity Teams" at their sites to implement district equity initiatives. The Equity TLT and site leaders participate in professional development through specific trainings led by Dr. Anthony Muhammad Frontier 21.

Equity Audits

In 2021-22, Dr. Anthony Muhammad worked with each NUSD school to create an "Equity Audit". The analysis of each school included the following components: policies, practices, procedures, data review, bias, professional development, access and opportunity, and student support. The components and recommendations are included in the School Plan for Student Achievement that are developed and updated annually and approved by the Board. The Equity Audits were updated this past year and presented to the Board and community in April 2023.

Advancement Via Individual Determination (AVID)

AVID is an in-school academic support program for grades 7-12. The purpose of the program is to prepare students for college eligibility and success. Areas of focus include: study skills, argumentative writing, goal setting, critical thinking, and time management.

Board Approved Ethnic Studies Course Outline

In 2020, the state legislation determined state requirements for Ethnic Studies in California effective in 2026. A curriculum was developed through Marin County Office of Education and all high school districts participated in its development. Marin County Office of Education and Novato Unified School District approved the Ethnic Studies curriculum in spring 2021. The components include: theoretical framework and the history of the United States for Native Americans, African Americans, Asian Americans, and Latin Americans, and the impact of Antisemitism.

Parent Institute Quality Education (PIQE)

PIQE engages, empowers, and transforms families by providing the skills to partner with schools and communities to ensure their students achieve to their full potential. Program components include: fostering positive educational environments at school and home through a 9-week, no cost, parent education series including: academic success tools, homework success, talking with their students about successes and challenges, college expectations, and college admission, grades, and navigating the college application process. Parent "graduation" is a celebration for those parents who complete the 9-week program.

Student Achievement Data

Student Achievement data is measured using state and local assessments. California Assessment of Student Performance and Progress (CAASPP) is a state summative assessment and Galileo is a local formative benchmark tool. The two are aligned and data is analyzed at each site through the site-based Data Specialists who work directly with teachers to analyze assessment data and plan instruction to tailor strategies to student needs. Data Matters is the overall support system where student data is stored and analyzed to plan the academic and social emotional services.

- EL = English Learner
- SED = Socioeconomically Disadvantaged
- SWD = Students with Disabilities
- BOY = Beginning of Year
- EOY = End of Year

NUSD Demographics - Data Matters October 2023

Hispanic	White	EL	SED	SWD
43.9%	39.7%	17.5%	38.7%	11.1%

NUSD Districtwide Scores - CAASPP 2022-2023
% of Students Meeting or Exceeding Standards English Language Arts (ELA) and Mathematics

ELA	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade
All	45.08	57.15	47.47	47.97	54.66	52.86	61.89
Hispanic	28.88	30.77	29.28	33.02	32.84	35.55	42.81
White	60.42	78.19	69.56	63.06	74.18	68.04	74.08
EL	11.38	12.62	8.08	3.13	3.00	2.63	1.69
SED	24.34	27.56	29.71	26.34	28.33	36.81	41.38
SWD	18.75	30.00	27.90	10.53	23.07	20.34	21.92

Math	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade
All	48.78	51.67	35.36	42.29	45.89	35.30	31.89
Hispanic	31.22	30.77	15.42	26.12	23.15	19.34	12.77
White	67.19	70.48	58.69	56.69	66.29	50.78	44.90
EL	15.75	14.96	4.85	2.94	0.00	2.50	1.37
SED	25.52	23.75	17.48	20.75	19.30	19.78	12.18
SWD	22.22	29.50	15.91	10.71	13.52	12.06	4.49

2022-2023 Galileo - % of Students Meeting or Exceeding Standards in Reading and Math Beginning and End of the Year

Reading	All		Hispanic		White		EL		SED		SWD	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
3rd	52	52	37	38	66	66	14	13	34	32	31	24
4th	48	48	22	25	71	66	4	7	21	24	24	22
5th	53	52	31	38	76	68	5	10	31	40	34	20
6th	56	55	40	43	73	66	4	8	34	37	14	19
7th	58	59	37	40	77	74	2	4	28	36	27	28
8th	56	57	40	38	70	66	0	0	41	40	31	20

Math	All		Hispanic		White		EL		SED		SWD	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
3rd	48	52	33	34	60	67	16	18	31	21	25	20
4th	46	45	23	19	61	64	10	12	22	19	23	21
5th	35	34	18	21	52	47	2	7	17	22	12	14
6th	40	38	27	28	54	54	9	8	20	18	14	12
7th	37	33	20	14	51	48	2	0	16	14	12	10
8th	40	37	25	21	49	49	16	0	26	20	20	10

Youth Truth Results 22-23

Youth Truth Student Responses: Grades 3-5

Scale Score 0-3/Percentile 0-99

District	Academic Challenge	Belonging	Engagement	Relationships	Culture	Instructional Methods
Elementary						
Overall	**2.41/43rd**	**2.38/55th**	**2.78/39th**	**2.70/48th**	**2.14/35th**	**2.55/48th**
Asian/Asian American	2.41/41st	2.38/57th	2.77/27th	2.70/47th	2.13/32nd	2.62/78th
African American	2.50/75th	2.35/48th	2.82/60th	2.66/34th	2.08/21st	2.62/78th
Hispanic	2.46/62nd	2.36/49th	2.80/47th	2.73/67th	2.13/34th	2.63/83rd
White	2.38/29th	2.43/77th	2.83/64th	2.72/61st	2.16/42nd	2.55/48th

Youth Truth Student Responses: Grades 6-12

Scale Score-0-5/Percentile 0-99

District	Academic Challenge	Belonging & Peer Collaboration	Engagement	Relationships	Culture
Middle					
Overall	**3.44/11th**	**3.31/33rd**	**3.18/10th**	**3.22/15th**	**3.02/19th**
ELL	3.47/15th	3.24/22nd	3.36/40th	3.24/18th	3.21/39th
Identifies as a person of color	3.39/7th	3.27/25th	3.15/8th	3.18/12th	3.03/19th

District	Academic Challenge	Belonging & Peer Collaboration	Engagement	Relationships	Culture	College and Career
High						
Overall	**3.59/20th**	**3.34/52nd**	**3.37/24th**	**3.19/20th**	**3.15/32nd**	**3.10/32nd**
ELL	3.80/67th	3.23/32nd	3.62/71st	3.21/24th	3.40/59th	3.52/77th
Asian/Asian American	3.57/17th	3.45/71st	3.40/31st	3.28/36th	3.16/34th	3.16/16th
African American	3.52/11th	3.35/53rd	3.30/10th	3.24/29th	3.21/38th	3.13/35th
Hispanic	3.72/49th	3.32/47th	3.46/46th	3.16/15th	3.25/43rd	3.26/53rd
White	3.54/14th	3.41/65th	3.37/22nd	3.24/29th	3.13/30th	3.01/21st
Special Education	3.65/34th	3.28/41st	3.39/28th	3.24/30th	3.19/36th	3.21/46th

Equity Audits - Dr. Anthony Muhammad

Equity Audits for each school are complete. Dr. Muhammad reviewed components of the audits with the Board in October 2021 and conducted surveys and interviews at each school. Completed audits were provided to NUSD on January 28, 2022. Dr. Muhammad met with each school team in March and April 2022 to review audits and to begin planning action steps. The Board held a Special Board Meeting that was broadcasted to the public on April 26, 2022 to review the Equity Audit recommendations. The Equity Audits were updated this school year and assessment was provided by Dr. Anthony Muhammed to the Board and community in April 2023.

Executive Summary Key Points and Recommendations April 19,2023

Dr. Anthony Muhammad highlighted the following:

Initiative Fatigue

During my coaching time this year, I have noticed Initiative Fatigue. Every team that I have worked with is very sincere, but not always focused on the improvements identified in their specific culture audit. Some teams meet more frequently than others and some are further along in the process than others. What is apparent is that most schools have found it difficult to fully focus strategically on equity within the context of all of the other tasks they have been assigned.

Use of Data

Data literacy is still an issue in almost every culture audit that I produced last year, there was a recommendation to improve access to equity data and a need to produce better systems to process that data. I have learned that the district has a phenomenal data warehouse, but very few schools are aware of how to process that data and utilize it to advance their equity efforts. I would highly recommend spending some time and resources next year on training school leadership and leadership teams on data-driven decision-making.

Professional Development Equity

Professional Development Equity practices don't just appear out of thin air. It takes time and investments to nurture them over time. Another common factor in nearly all of last year's audits was the need for targeted professional development in the areas identified as areas of need in the audit. As I have worked with equity teams, some have done a great job in gathering data and setting goals, but all of the teams could afford to spend some more time on collaborating with the central office and creating professional learning opportunities for teachers.

NUSD Planning for 2022-23 Based on Recommendations

Initiative Fatigue

District direction is to focus on Proficiency Based Education (PBE) and Positive Behaviors Interventions and Supports (PBIS), which are not new initiatives. Equity focus continues at school sites through their site plans, every day programming for students, and data team meetings. Equity is not considered one more thing to do but incorporated into all discussions and decision-making.

Data Literacy

Use key equity metrics around student outcomes for behavior, attendance and academics to monitor progress. Identify key data experts in our district to provide ongoing data literacy support and training to staff at all levels.

Professional Development

Half of our school site principals will work with Dr. Muhammad on their site equity goals in December or April. Key equity community consultants will be identified during this school year for the creation of the next 3-year Local Control Accountability Plan (LCAP). The LCAP will serve to continue to focus district efforts on equity.

From Audit 2021-22

NUSD Overall Comments from Dr. Muhammad's Equity Audits 2021-22

1. Address the achievement gap that is large and persistent.
2. Increase access for English Learners and Special Education students.
3. Address the CAASPP/Galileo/DESSA data disparity for student groups in a formal plan.
4. Provide professional development focused on equity strategies to improve achievement and ensure effective strategies for English Learners.
5. Engage in honest dialogue about equitable practices as it relates to access, opportunity, and achievement.
6. Address deficit thinking about students.

7. Include data on the site and district website to share disparity and focus on improvement.
8. Ensure consistent implementation of rigor and support for all students.
9. Address student and staff mental health wellness.
10. Establish site-based, 3-5-year plans, through SPSA which reflect a commitment to equity for all student groups and reflect individual school equity audit recommendations.
11. Establish site Professional Learning Communities (PLCs) to address student needs and develop action plans.
12. Ensure student advocacy through defined actions.
13. Establish data driven continuous school improvement and achievement.
14. Improve Response to Intervention and tiered systems of support for all student groups focused on social emotional wellness and academic achievement.

Dr. Muhammad's Recommendations-Executive Summary in Board Presentation April 26, 2022

1. Engage in data-driven decision making and strategic planning and equity
   a. Each site is to develop an Equity PLC focused on data analysis and action research
   b. Establish targets
   c. Report to the Board at least 2x annually

2. Focus professional development on districtwide professional development
   a. Submit site plans that align with equity needs

3. Community and Parent Involvement with Equity Focus
   a. Ensure a strong focus on principles of academic achievement and equity vs politics
   b. Engage parents and the community on the Equity PLC to develop allies and advocacy

4. Policy Review at each school related to access
   a. Identify and eliminate gatekeeping and access to specialized programs (GATE, Algebra, STEM, AP)
   b. Modify policies to expand access for all groups

5. Use the Equity Tools Currently in Place
   a. Restorative Practice, Ethnic Studies Curriculum, and Proficiency Based Education (PBE)

6. Build in accountability systems to ensure implementation, oversight, and success for students.
   a. Report findings and student progress to the Board regularly including evidence of growth and improvement using established assessments

7. Utilize two of Dr. Muhammad's books for the work with 5-7 schools as a pilot to use data to inform instruction and develop strategize to address academic, access and opportunity gaps for NUSD students.
   a. Transforming School Culture
   b. Overcoming the Achievement Gap Trap-Liberating Mindsets for Effect Change

Dr. Muhammad will do a "Pilot" Program for 5-7 schools who will participate in using data to inform practice and address inequity in NUSD. He will provide coaching and professional

development to identify areas of focus and develop plans to address the focus areas. Additionally, all Equity Audit recommendations will be included in the School Plans for Student Achievement for all NUSD schools.

Extended Learning and intervention Support Systems

Extended learning funding has enabled opportunities for learning within the school day, before and after school, and during the summer to enhance student achievement. Systems of support are provided by classroom teachers, specialists, support staff, and community volunteers to engage students in tailored instruction and mental health services.

A variety of support systems are provided within and outside of the school day.

1. **Mentoring**
   Provide 1:1 mentoring through agency and community partners

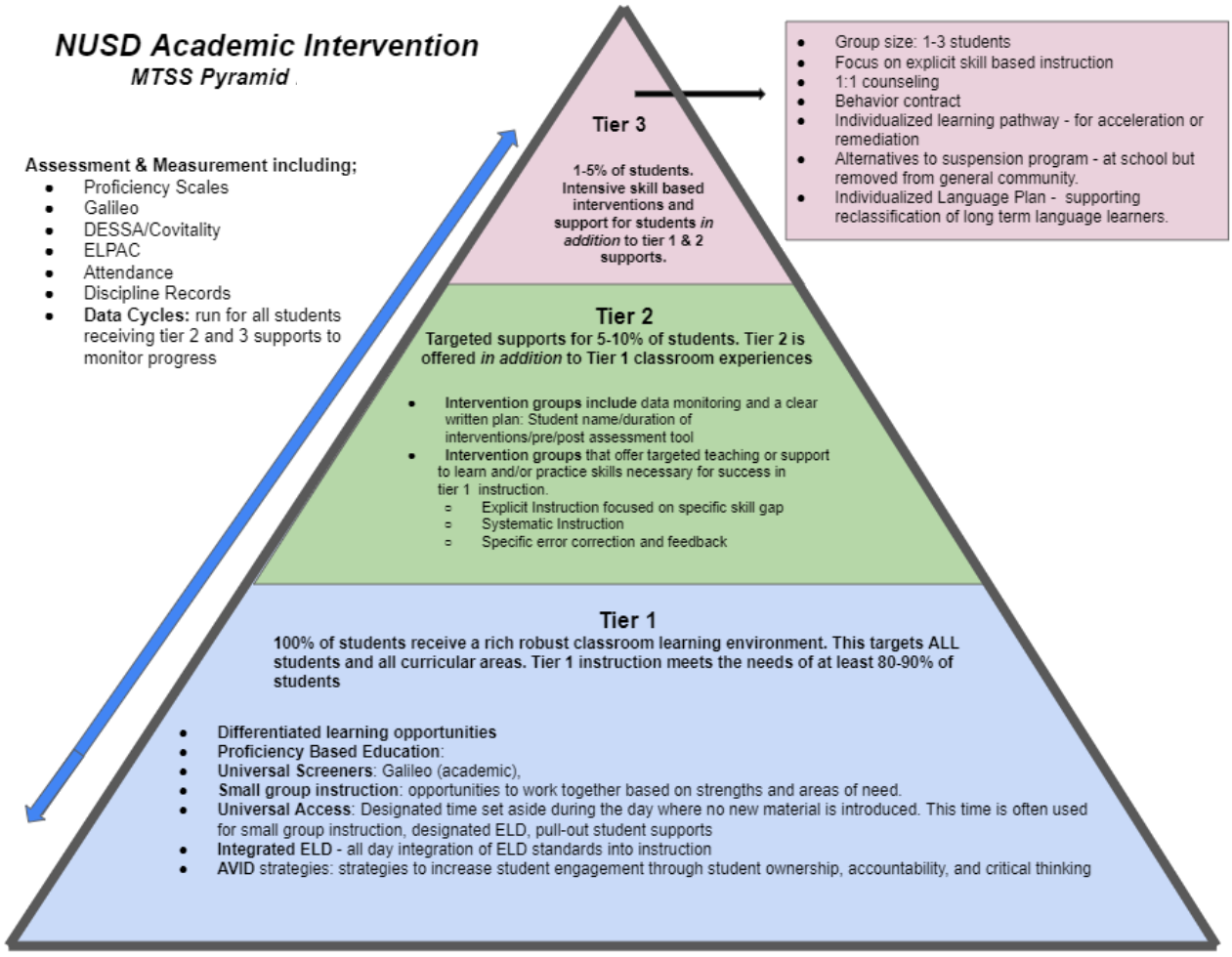
2. **Tutorials**
   Provide tutoring in a variety of classroom structures during universal access student groupings, 1:1 and small group support, before and after school academic support systems, and extended school year during the summer

3. **Advancing Via Individual Determination (AVID)**
   Ensure AVID programs at middle and high schools support students who are college bound and need systems of support to achieve their dreams of college as a reality

4. **Universal Access to Learning**
   Refine Universal Access systems to address the opportunity, achievement, and access gap and ensure all students are supported in academic achievement
   - Ensure common instruction for English Language Development
   - Administer common assessments 3x annually to analyze and tailor instruction to student needs

5. **Mental Health and Wellness**
   Ensure referrals for mental health and wellness services are addressed through on-site and community partners who provide direct services to students and families. Partners include North Marin Community Services, Bay Area Community Resources, Marin Community Clinic, Kaiser Hospital, Novato Community Hospital, Marin Health Care Hospital, and Marin County Health and Human Services.

Multiple Tiered Systems of Support (MTSS)-Academic and Wellness



MTSS Academic Intervention Implementation Model

The implementation of MTSS interventions may vary at each school site. The table below offers a guideline for what intervention looks like for students within each tier

NUSD MTSS Plan	Intervention Snapshot				Teacher to Student Ratio	Teacher of Intervention
	Frequency	Session Length	Duration	Support focus		
Tier 1	Differentiation and small group instruction in the classroom.					Classroom Teacher
Tier 2	1 to 5 times per week	30 - 45 minutes	4-8 weeks		1:3, 1:4, 1:5, or 1:6	Classroom teacher, curriculum specialist, or Special Education teacher
Tier 3	Special Services as determined after SST and testing.				1:1, 1:2, or 1:3	SPED teacher or Specialist

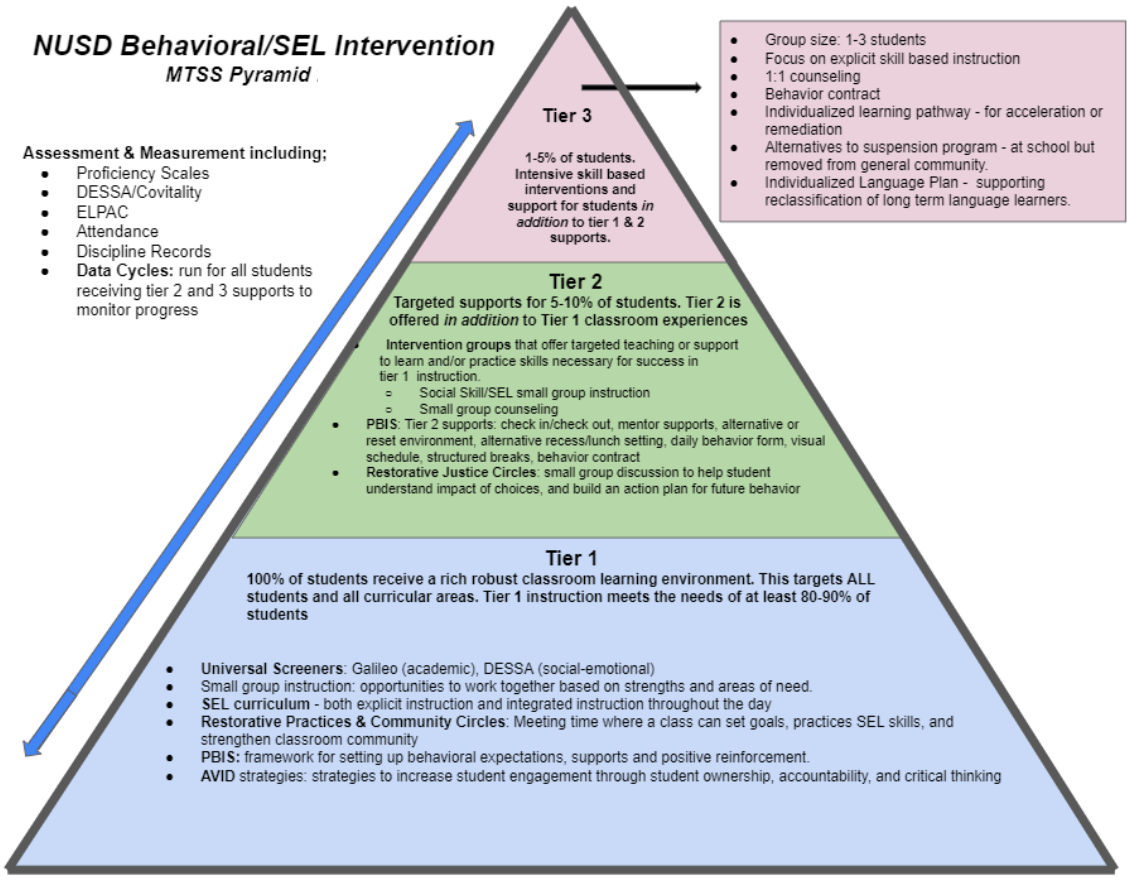
Academic Screening, Assessment and Progress Monitoring:
Various tools are used to screen students, monitor growth and progress, and assess student learning. Some of these tools include:

- Galileo Benchmark Assessments
- Proficiency Scale progress
- Classroom assessments (formative and summative)
- ELPAC

Explanation of Services:
The level of intervention support is determined by the classroom teacher, appropriate specialists, and the school based instructional support teams using the MTSS models described above.

Duration of services:
Duration of intervention is based on the rate at which the students demonstrate proficiency as determined by the progress monitoring data, classroom performance or benchmark assessments.

Exit Criteria:
Student are exited from support services based upon demonstration of appropriate progress toward meeting the grade level learning goals and expectations using progress monitoring data, classroom performance and recommendations from the teacher and/or instructional support teams



MTSS Behavioral/SEL Intervention Implementation Model

NUSD MTSS Plan	Intervention Snapshot				Teacher to Student Ratio	Teacher of Intervention
	Frequency	Session Length	Duration	Support focus		
Tier 1	All students receive instruction on • School wide positive behaviour expectations and procedures • Social Emotional learning curriculum (Second Step or Mind Up) • Continuity and consistency in classroom expectations					Classroom Teacher
Tier 2	1 to 5 times per week	30 - 45 minutes	4-8 weeks	Supplemental SEL or Social skill training	1:3, 1:4, 1:5, or 1:6	Classroom teacher, curriculum specialist, or Special Education teacher
Tier 3	Special Services as determined after SST and testing.			Behavior intervention Plan (BIP) Intensive behavior intervention with specialist	1:1, 1:2, or 1:3	SPED teacher or Specialist

Behavior/SEL Screening, Assessment and Progress Monitoring:
Various tools are used to screen students, monitor growth and progress, and assess student learning. Some of these tools include:

- Dessa Screener
- Attendance records
- Classroom/Yard behavior
- Personal-Social skill observations

Explanation of Services:
The level of intervention support is determined by the classroom teacher, appropriate specialists, and the school based instructional support teams using the MTSS models described above.

Duration of services:
Duration of intervention is based on the rate at which the students demonstrate proficiency as determined by the progress monitoring data, classroom performance or benchmark assessments.

Exit Criteria:
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