BOARD OF DIRECTORS
NOVATO CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)
940 C Street, Novato, CA

September 23, 2020 6:00pm
REGULAR MEETING AGENDA

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of the Novato Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

Join Zoom Meeting
https://nusd-org.zoom.us/j/5264015981?pwd=UTlQdUdCS1JaV3VTU0JPOHVmSDh0Zz09

Meeting ID: 526 401 5981
Passcode: 8xeAVh
One tap mobile

Dial by your location
+1 669 900 9128 US (San Jose)
+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Germantown)
Meeting ID: 526 401 5981
Passcode: 298641
Find your local number: https://nusd-org.zoom.us/u/kmpqhtM8z

Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on The Novato Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

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BOARD MEMBER CODE OF CONDUCT

We will demonstrate **respect** for each other and all school constituents through open communication and by practicing gratitude and appreciation.
We will **collaborate** by honoring each member's unique point of view when working on the common goal of supporting the mission and vision of NCS.
We will align our actions to support the faculty and staff in their endeavor to provide a **holistic/developmentally** appropriate education through **creativity and the art of teaching.**
We will hold ourselves and each other accountable to arrive at Board meetings prepared and in follow-through of additional responsibilities including committee work outside of meetings.

BOARD MEETING CODE OF CONDUCT

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- Maintain open, respectful body language and tone of voice when sharing viewpoints.
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AGENDA ITEM	SPONSOR	Approx. Time
1. Call Meeting to Order, Roll Call	Alexandria Quam	5 Min.

Board Member	Present	Absent	Late	Arrival time
Craig Allender (CA)				
Erik Berkowitz (EB)				
Bridgette Corridan (BC)				
Lia Heath (LH)				
Alexandria Quam (AQ)				

2. Agenda Modification Alexandria Quam 5 Min.

3. Public Comment Alexandria Quam 5 Min.

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4. Consent Agenda Items Alexandria Quam 5 Min.

A. Approve Minutes: September 9, 2020

5. Board Discussion/Action Items Alexandria Quam 10 Min.

A. Learning Continuity and Attendance Plan
Board review and approval of Learning Continuity and Attendance Plan.

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REGULAR MEETING AGENDA

6. Information Items: Administrative Reports Nikki Lloyd/ Kenya Williams 10 Min.

A. Remote and Onsite Instruction Update

7. Next Board Meeting 5 Min.
Wednesday, October 14, 6:00 pm

8. Comments from Board Members - Agenda items for future meetings 5 Min.

9. Adjournment

Agenda publicly posted on www.novatocharterschool.org on Friday September 18, 2020 by Kenya Williams.

BOARD OF DIRECTORS
NOVATO CHARTER SCHOOL
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940 C Street, Novato, CA

September 9, 2020 2:00pm
REGULAR MEETING MINUTES

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Join Zoom Meeting
https://nusd-org.zoom.us/j/86379681190?pwd=aUNBZGd4UndWSEVURVM0ZTVEVXFLUT09

Meeting ID: 863 7968 1190
Passcode: 814140
Dial by your location
+1 669 900 9128 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
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September 9, 2020 2:00pm
REGULAR MEETING MINUTES

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AGENDA ITEM	SPONSOR	Approx. Time
1. Call Meeting to Order, Roll Call 5 Min.	CALL TO ORDER 2:02PM	Alexandria Quam

Board Member	Present	Absent	Late	Arrival time
Craig Allender (CA)	X			
Erik Berkowitz (EB)	X			

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Bridgette Corridan (BC)	X			
Lia Heath (LH)		X		
Alexandria Quam (AQ)	X			

2. Agenda Modification NONE Alexandria Quam 5 Min.

3. Public Comment Alexandria Quam 5 Min.

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4. Consent Agenda Items Alexandria Quam 5 Min.

A. Approve Minutes: August 17, 2020
MOTION – CA
SECOND – BC
CA – YAY
EB – YAY
BC – YAY
LH – (ABSENT)
AQ – YAY

5. Board Discussion/Action Items Alexandria Quam/John Azzizzi 30 Min.

A. Unaudited Actuals
Review and consider approval of 2019-20 Unaudited Actuals financial report JOHN AZZIZZI –unrestricted net position is at 15% of total expenditures (1.8 months)
MOTION to approve Unaudited Actuals – BC
SECOND – EB
CA – YAY
EB – YAY
BC – YAY
LH – (ABSENT)
AQ – YAY

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September 9, 2020 2:00pm
REGULAR MEETING MINUTES

B. EPA Funds

Utilize Education Protection Act funds to support instructional programs in accordance with standing resolution 2020-21 estimate and 2019-20 actual (see attached report) JOHN AZZIZZI – document indicates revenue for instructional programs equals expenditures for instruction; Board resolves to approve the reports and to utilized EPA funds for instruction expenses in the 2020-2021 school year

MOTION to approve EPA – CA
SECOND – BC
CA – YAY
EB – YAY
BC – YAY
LH – (ABSENT)
AQ – YAY

C. Safety Plan

The board will review and approve the 20-21 NCS Emergency Preparedness plan KENYA – NCS still plans to run drills and procedures as if students were on campus; Board reviewed document and provided editorial edits; document will be revisited as needed as re-entry is further clarified;

MOTION to approve 2020-2021 NCS Emergency Preparedness Plan – CA
SECOND – BC
CA – YAY
EB – YAY
BC – YAY
LH – (ABSENT)
AQ – YAY

D. Public Hearing: Novato Charter School has hired the following staff member under the Variable Term Certification Waiver in Math for the 2020-21 school year. This employment will be on the basis of a credential waiver.

Marie-Louise Little
Subject: Math
Grade Level: 6-8th grade

E. Public Hearing: ~~Local~~ Learning Continuity and ~~Accountability~~ Attendance Plan (LCP) for public comment and stakeholder engagement No public comment; to be approved next Board meeting

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REGULAR MEETING MINUTES

6. **Information Items: Administrative Reports** Nikki Lloyd/ Kenya Williams 30 Min.
   A. Update on Remote Learning and Reopening Campus NIKKI – NCS using https://covid19.ca.gov/safer-economy/ and https://sites.google.com/marinschools.org/mcoerethinkingschools/home for reference and understanding potential re-opening; generally plan to follow NUSD
   B. Foundation Messaging KENYA – letter sent to parents from Foundation
   C. Facilities/ Gratitude Day Needs to ready campus KENYA – some campus upkeep has been slowed, looking at projects that would have been Gratitude Day projects to complete prior to students back on campus

Break: If time allows the Board will take a break after reports. 5 minute break @ 3:30pm

7. **Board Training and Orientation 3:30PM** 90 Min.
   A. Brown Act and Charter Renewal Training
      Susanne Coie and Caitlin O'Halloran of Charter Schools Development Center will present an informational session and Q&A session on the charter topics.
      Susanne Coie and Caitlin O'Halloran with CSDC – New Renewal Process and Brown Act under Executive Order

   F. Form 700 - all board members to review and sign KENYA – annual form for compliance, Board members to sign and return to Kenya by Monday 14 September

8. **Next Board Meeting** 5 Min.
   Wednesday, September 23, 6:00 pm

9. **Comments from Board Members**-Agenda items for future meetings 5 Min.
   Nikki – Charter Renewal (Oct meeting)
AQ – advocacy training through CSDC (Oct meeting)

10. **Adjournment**
   Agenda publicly posted on www.novatocharterschool.org on Friday September 4, 2020 by Kenya Williams.
   Adjourn 4:48pm

Learning Continuity and Attendance Plan (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 Charter School	Nikki Lloyd - Director	Nlloyd@nusd.org

General Information

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

The pandemic of COVID-19 has affected every member of our school community and significantly impacted every aspect of the lives of our students, families and staff. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Students abruptly lost the rhythm and predictability of in person instruction and the daily live connections with teachers, staff and peers. Some families have experienced economic loss due to the loss of jobs and an increase in home environment stress levels. Teachers have had an abrupt adjustment to their curricular systems and classroom routines. Teachers had to quickly learn technologies and develop new curriculums to support students via a remote learning environment.

Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided during in-person instruction. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

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

Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity. The guiding principles for NCS's for realizing this vision include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.

2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.

3. Agility: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.

5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and opportunities for community engagement. This will include weekly newsletters from each teacher (Monday Letters), from the school (The Thread) and regular community zoom meetings.

As part of its Action Plan NCS has outlined specific expectations that parents/guardians and students should have for distance learning:

1. Consistent, direct, live instruction for every student. Access to daily direct live instruction for students, with the option of participating in asynchronous learning at alternate times of the day.

2. Access and availability of teachers to students outside of live instruction times.

3. Faculty professional development and collaboration time will provide support for faculty on strategies to deliver high-quality instruction and improve skills on instructional platforms.

4. Appropriate supports for student with Special Education Individualized Educational Plans

5. Targeted student supports and intervention through the Multi Tiered System of Supports (MTSS), supported by the Student Study Team (SST.) This includes support for teachers and for students who need additional instructional and/or social and emotional attention.

Stakeholder Engagement

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

Novato Charter School's efforts to solicit stakeholder feedback to inform the school's Learning Continuity and Attendance Plan began in the spring and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and

continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate and Public Health.

In the spring the school leaders administered a survey to families to gain their feedback on distance learning. Teachers in Grades 5th through 8th led "talking circles" with students to understand how the impacts of COVID-19 have affected them. We later held community meetings to assess the needs of our students and families. We also received formal feedback during our weekly faculty meetings.

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the school was presented during our August Board Meeting and posted on the website with an opportunity for public comment. This was publicized via the schools weekly newsletter the "Thread" and on the school's website.

During the 20-21 Fall Orientation week all teachers that are new to a group of students conducted 1:1 meetings with both students and parents. This allowed for individualized engagement and feedback. All classroom teachers grades TK-8th achers held group parent orientation and meetings for engagement.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. Members may also join by phone teleconference.

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

Key findings from the parent/caregiver Distance Learning survey included:

- Some families did not have adequate devices for their students.

- Families and students required support with the necessary technology skills to navigate the online classroom platform.

- Families and students indicated that interactive time with teachers was most helpful with academics

- Time with classmates was necessary for social connections.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the school's various plans and through direct feedback on the plan itself. Key takeaways from the parent and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

This input has influenced the following aspects of the school'sLearning Continuity and Attendance Plan:The parent community communicated that "live" or synchronous instruction and learning was more effective than asynchronous learning. In the spring of 2020 not all families had

devices and NCS did not have adequate devices to meet the need. Seven additional class sets were ordered to meet the need to provide all students with a chrome book.

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.]

Throughout June and mid July, Novato Charter School's Re Entry Task Force met weekly to plan for an on time, hybrid model for the 2020-2021 school year. On July 17th, Governor Newsom provided school opening guidance during his press release and NCS, in alignment with NUSD, MCOE and the governor's direction, determined the 2020-2021 school year would begin with a fully remote program. While current health conditions do not yet permit delivery of on site instruction, NCS is committed to meeting students' needs remotely and preparing for on site instruction to begin when it is allowed. NCS understands that when on site instruction is allowed, a percentage of families will choose to maintain their children in a fully remote model. NCS is preparing to meet the needs of both on-site and remote learners when schools reopen. NCS will resume on site instruction with students who have experienced significant learning loss as soon as the Marin County Public Health, the Marin Office of Education and the Novato Unified School District are in agreement that it is safe to do so for both students and staff. Until in-person is allowed, NCS is working with classroom teachers and RtI to provide whole, small and individual support via the zoom platform for students with exceptional needs. Depending on the guidance, NCS is prepared to provide on-site instruction for full groups or small cohorts of students. If full classes of students are not allowed, NCS will arrange cohorts and stagger their weekly schedule. When on-site instruction is allowed, the following safety precautions will be implemented:

Campus will be open only to students, staff and essential maintenance support. Campus will remain closed to parents and visitors.

- Social distancing per county orders will be maintained at all times.

- Face Coverings will be required at all times per county orders.

- Entrances and Exits. Staggered arrival and departure times for groups will be considered. Visual signs to indicate movement flow will be placed to avoid cohort mixing.

- Designated Care Room will be available for sick individuals to be isolated, assessed and wait to be taken home.

- Classrooms will be arranged to ensure proper social distancing of students and teachers. Desks will face forward. Hygiene practices including frequent handwashing, coughing into an elbow, will be taught, modeled and enforced. Materials and supply sharing will be limited.

-Common Areas will have signage to limit mixing of groups, support physical distancing practices.

Proper disinfecting procedures will be followed, especially of high-touch areas. Ill staff and students will be instructed to stay home. NCS will maintain records of all people who enter campus in order to provide Marin County Public Health with the required information in the event of a COVID-19 case.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$1,900.00	[Y/N]
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	[$ 0.00] TBD	[Y/N]
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$1,724.00	[Y/N]
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	[$ 67.00]	[Y/N]

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.]

NCS is driven by the following guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Provide additional support through all grade levels

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday through teacher communication. These letters include the Google links with scheduled zoom times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related expectations and due dates. This communication is a critical component of the school's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

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

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are NCS's definitions

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction

. • Most resembles a real classroom

• Learners can ask questions and receive feedback simultaneously

• Allows for collaboration between students

• Teachers can provide immediate feedback, assessment, and make adjustments as needed

• Synchronous learning can occur using computer interaction through Google Classroom or Zoom.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

• Directly aligned to live learning and instruction

• Feedback and opportunities for questions come later

• Students can absorb content at their own pace

• Provides opportunities for students to develop questions and reflections on learning

• Allows for more flexibility in scheduling • Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. NCS acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The distance

learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

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

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.]

As we begin the 2020-21 school year in a full distance-learning context ensuring access to devices and connectivity for all students is imperative. Novato Charter School has committed to 1:1 chromebook devices for students in grades K-8, This includes the purchase of devices for K-2 students as well as technology supplied by NUSD bond funds for grades 3rd through 8th. Staff will distribute the necessary technology during the first week of school, and continue to distribute as devices become available or to respond to needs for replacement. Both NCS and NUSD staff work with students and parents to ensure computers are working and troubleshoot rising technology needs.

[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 are provided with a template to ensure learning standards, activities, and documentation of assessment. Examples of remote assessment tools, structures and examples are provided in faculty professional development meetings.

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.]

Professional development began in March 2020 when remote instruction and learning began. The faculty met at least once a week remotely for the remainder of the 19-20 school year and support for distance learning was provided at each meeting. Short instructional videos were made and provided for the teachers. Professional development opportunities, including the Google Educator series, were provided to the faculty. Faculty and staff meetings resumed on Tuesday, August 11th with three consecutive days of meetings including professional development for remote instruction and learning. Meetings will continue weekly to provide support to teachers to meet all requirements of instruction. Professional development will continue to be provided by learning specialists and individuals in the field of care ie licensed marriage and family counselor, Zones of Regulation facilitator.

Staff Roles and Responsibilities

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

As a result of COVID-19, we have created several new roles and responsibilities to support faculty and staff. Staff have been assigned new roles, primarily to support students in need of extra support. Kindergarten assistants were reassigned as RtI providers. Our specialty teachers are reassigned to provide additional support to the class teachers, including supporting small groups for the purposes of providing interaction with teachers and peers.

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.]

We have implemented continuous supports in place to assist pupils with unique needs. To support students identified as English learners we establish a strong home/school connection through teacher and support staff communication.Schoolwide processes are established to ensure daily live interaction with all students. Several staff have been reassigned to support general education teachers with student needs. This provides small groups and 1:1 interventions as needed. We have updated student family contact information to address mobility and updated home contact information as needed.

Maintaining the inclusion of each and every learner is a priority for NCS. In the expectations the school is asking families to have for the implementation of distance learning, the guiding principle is further detailed:

Appropriate supports for students receiving Special Education

• Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention

• Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

• Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

NCS determines that one way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content. " It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. Additionally, it is important that ALL of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To make grade-level content accessible for all students, NCS is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. NCS teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to engage students in distance learning

2. Coordination & communication with homeless agencies to make them aware of NCS Homeless Services

3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

7. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

• Case management to support all eligible foster youth

• Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.

• Monitoring of attendance/engagement and communication with teachers and administrators when needed. • Referrals to both district and community agencies for additional support/resources as needed.

• Online tutoring services will be offered to eligible foster youth.

• Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning.

For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards.

Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

• Individualized Education Program (IEP) Addenda: The school has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

• Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

• Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Description	Total Funds	Contributing
TBD	[$ 0.00]	[Y/N]

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach.

This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session.

These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

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.]

Of import to NCS is to identify and address gaps in learning. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results. In the list of expectations students and families should have of the district's distance learning program is Assessment and Accountability. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year.

This includes administration of benchmark assessments from the prior year. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year." It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needsStudents continue to receive program services including SDAIE strategies.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home in grade K-2	$26,200.00	[Y/N]
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	[$ 2,500.00]	[Y/N]
Counselors: Maintain staffing and supports to provide core and supplemental counseling services to students.	[$ 0.00] TBD	
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	[$ 2,171.00]	

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.]

NCS has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive. To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum.

Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices.

The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity

a. Includes all voices

b. Supports new learning ahead

c. Can be related to an academic content area or be non-academic

2. Engaging Activities

a. Anchor thinking and learning throughout the experience

b. Individual and collective engagement and learning are supported

c. Balance of interactive and reflective experiences to meet the needs of all participants

3. Ending each class with an optimistic closure

a. Highlights individual and shared understanding of the importance of the work

b. Provides a sense of accomplishment and supports forward-thinking

c. Engages group in reflection, helps identify next steps, and/or makes connections

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

• Level of engagement with support staff/groups

• Participation in learning activities

• Participation in co-curricular and extra-curricular activities

SEL work will inform staff to potential referrals to tiered supports for mental health and/or social and emotional well-being interventions.

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction.

Sample Actions from the Grade 3 ELA scope and sequence are included below:

• Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.

• Empower students to monitor their own skills and fluency through cycles of action and reflection.

• Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.

• Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.

• Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning.

• Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.

• Create space and opportunity for students to identify and explore their own interests and fascinations. Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices. Teachers have been trained in such programs such as:

Strengths Finder

Growth Mindset

Trauma Informed Practices

Teachers continue to receive training in:

The Zones of Regulation

Nurtured Heart Approach

• A module focused on building system wide coherence through monthly SEL themes

The school has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of educators to monitor/support mental health and address trauma include:

• Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

• Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

• Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.

• Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Identify children and families who need additional support: Connect families and students to resources based on assessed needs

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.]

NCS recognizes that schools play a significant role in the lives of children and their families. NCS strives to continue to be a guiding presence for the children and families, both educationally and socially. Engagement was initiated by the school in March 2019 when NCS transitioned to remote instruction and learning. That engagement, via surveys, written communication to parents, and live zoom meetings for individual classes and the community have continued. It is recognized that daily contact with students is essential to the education and social well being of each child. Teachers will maintain daily attendance and student engagement logs. When a child is not present and the teacher was not notified by a guardian, the teacher will make initial contact is made with the child and guardians to encourage attendance and participation. Initial contact mode includes email, phone calls and/or a remote meeting request. After a check in with the student/parent, a teacher may request a student/parent conference to make a plan of support to increase attendance and/or engagement. If these initial actions do not yield the desired results, the Student Support Team (SST) will be contacted and provide additional support to the teacher, student and family. The SST will utilize the Multi-Tiered System of supports to identify strategies to support students and families improve attendance and engagement.

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.]

During Remote Instruction and Learning, Novato Unified School District is providing free meals for all children including students of NCS. Applications and information for the multiple locations for the meals has been provided to all families in our weekly newsletter (FANS).

When NCS moves to a blended learning program the Nutrition Services department will potentially continue to provide lunch for students who attend in person, adhering to all social distancing requirements.

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

Section	Description	Total Funds	Contributing

School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment	[$ 0.00]	[Y/N]
Mental Health and Social and Emotional Well-Being	TBD	[$ 0.00]	[Y/N]

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
TBD	TBD

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-8, and any continuing students who still need a device.

Targeted outreach is occurring through school wide MTSS and attendance records, to make contact with 'unreachable students' and determine technology needs. Several actions from the existing LCAP that are both (a) being implemented school wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year.

These actions include: the roll-out of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. Learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using UDL practices. This is a major shift and will not occur overnight – and only with significant coaching and support.

Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Page Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

School Counselors This action represents those school psychologists funded above the amount specified for special education. Counselors play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of counselors remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

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

TBD