

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|----------------------------------------------------|--------------------------------------------|-----------------|------------------|
| NOVA Academy Early College High School - Coachella | Renee Lancaster Chief Executive Officer | (714) 569-0948 | JUNE 16, 2020 |

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

All classes (with the exception of college courses not supervised by NOVA faculty) met virtually via video conferencing, as outlined in the attached Modified Distance Learning Bell Schedule (Appendix A). Fridays were designated as the primary day for in-class assessments. If there were no assessments to administer, the class period was used for group projects or other collaborative classwork. This was in an effort to provide all students with educational opportunities and continuity. Designed to help support the whole child and connect to their social-emotional learning and pre-existing coping skills, as well as strengthen their resilience and grit in this trying time, student teachers were not changed

Attendance was below normal attendance levels. Part-time jobs, taking care of their younger siblings, and a lack of accessibility to certain needed materials, such as internet with reliable connectivity were struggle areas. Parents/ guardians struggled with an unfamiliarity with technologies used such as Google Classroom, Aeries, and Zoom. Zoom and Google Meet were used for communicating with students. Parents/ guardians learned to use these platforms for conversations with the Principal and the Counselor for many topics, such as graduation progress for seniors, college information for students enrolled in these classes, resource locations for food and necessities, advocating for their children, student mental health, and general information about the closure.

Mental health and social-emotional needs were assessed for students. Students could reach out to teachers and staff as needed. All teachers called their Family students, speaking to both the students and their parents/ guardians about their mental well being, general health, academic concerns, as well as any other topic they needed to talk about. Students participated in their Family classes thrice a week, and they were all encouraged to get their friends to join in on the conversations. Many teachers spent the time simply talking with their students and playing fun educational games (such as Kahoot! or GimKit) that helped the students emotionally. Additionally, some students lost family during this time, and they were reached out to on a regular basis by the counselor, their Family teacher, and other staff members.

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

English Learners were encouraged to join in on the discussions in their class sessions and in the accompanying support sessions to encourage and grow their academic and basic language skills through speaking and listening concepts. Additionally, they were helped through individual

support from their teachers. The ELD teacher and Academic Intervention Specialist also reached out to these students on a consistent basis beyond the normal school hours to offer and create supports for these students.

There is no reportable data for Foster Youth since there are currently no Foster Youth at the Coachella campus.

Low-income students were provided access to a school-issued Chromebook and a wifi hotspot where needed. Additionally, many resource connections were given to these families, introducing students and their families community programs that would be able to help with continuing internet access help as well as other financial and food needs. Such programs included the local food banks, information lines to internet providers who had discounts for student families, non-profit charities who arranged for food and other needs, and phone numbers for advocacy groups. The lunch and breakfast programs were also continued.

Continuous connection to students by the teachers, especially the Family teacher, to the students and their home families, including their parents and guardians was a major drive for the campus. There were daily calls, texts, letters, mailers, and emails sent out to students and families for the first few weeks through the Loop system in both English and Spanish. As time went on, additional communications took place and helped bring students and families together. The school received a donation towards \$25.00 gift cards to go to each student that was for a local grocery store to help mitigate financial strains on families. Social media posts were also increased for connections to families.

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

The purpose of Distance Learning provided by NOVA was to facilitate the engagement of students with their peers, maintain structure and organization within the high school experience during this unprecedented disruption to traditional site-based education, and provide opportunities for students to improve course grades.

For the remainder of the Spring 2020 academic semester, all final course grades were subject to a “minimum-threshold lock,” in which semester class grades were not able to decrease below their recorded level at the time of the campus closure (March 13th). All final course grades for the Spring 2020 semester only increased from the documented levels as of the date of the school closure. In effect, students were held harmless to any detrimental impact on class performance resulting from the campus closure. Teachers were encouraged to maximize student participation point opportunities and to utilize a variety of tools to assess class performance and content proficiency.

Using G Suite for Education tools, teachers set up their Google Classroom with multiple opportunities for participation and remediation. This was also where teachers posted a link to their Zoom meetings (which were given the settings requiring a password to the meeting and a waiting room) and other recorded lessons and reviews. Additionally, the school administration set up a school level Google Classroom where students were able to participate in group discussions and earn badges for participating and interacting with the distance learning program.

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

All students have been given access to the food distribution available, which includes providing students and their siblings with multiple days of breakfast and lunch in bags that also included servings of fruit, vegetables, milk/ juice, and warming instructions for frozen or cold items. Students through the district were able to receive meals and each student in the family received meals. All school meals given to students met

reimbursement requirements. Many parents/ guardians took advantage of this by coming each day for food for their students. This was a known help to the families hit hardest by the financial crisis a loss of work had on them.

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

Students were not able to be on campus. There is no after school care program for these students. Due to the age group of the students, most of them became caregivers for their younger siblings. With many siblings attending the same school, contacting the families became simplified. However, students were not able to be on campus, nor did any parent or guardian ask for their child to receive childcare due to their age and ability to nominally care for themselves.

The distance learning policy accepted by the board is as follows:

“Students are under the supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning instruction or school-related activities. NOVA is not responsible for the supervision or control of any student while the student is participating in distance learning instruction or school-related activities. A parent/guardian or a responsible adult caregiver shall attend one-on-one virtual meetings between NOVA instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student’s parent/guardian to the student’s teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals, parents/guardians agree that NOVA may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.”

This policy was mainly created to explain to parents/ guardians that student information could not be handed out to just anyone since they are the holder of their student’s EdRights until said student turns 18 years old.

California Department of Education
May 2020

NOVA Academy: Early College High School

Modified Distance Learning Bell Schedule

Effective Monday April 13, 2020

Monday – Thursday

| Start | End | Duration | Monday / Wednesday | Tuesday / Thursday |
|-------|-------|----------|--------------------------------------------------------|-----------------------------|
| 7:30 | 8:30 | 60 | <i>Class Prep</i> | |
| 8:30 | 9:10 | 40 | Period 1 :Live Class | Period 2: Live Class |
| 9:10 | 9:30 | 20 | Period 1: Support | Period 2: Support |
| 9:30 | 9:50 | 20 | <i>Break</i> | |
| 9:50 | 10:30 | 40 | Period 3: Live Class | Period 4: Family Live Class |
| 10:30 | 10:50 | 20 | Period 3: Support | Period 4: Family Support |
| 10:50 | 11:40 | 50 | <i>Lunch</i> | |
| 11:40 | 12:20 | 40 | Period 5: Live Class | Period 6: Live Class |
| 12:20 | 12:40 | 20 | Period 5: Support | Period 6: Support |
| 12:40 | 1:00 | 20 | <i>Break</i> | |
| 1:00 | 1:40 | 40 | Period 7: Live Class | Period 8 : Live Class |
| 1:40 | 2:00 | 20 | Period 7: Support | Period 8: Support |
| 2:00 | 2:20 | 20 | <i>Break</i> | |
| 2:20 | 3:00 | 40 | Office Hours | Club Meetings |
| 3:00 | 3:10 | 10 | <i>Break</i> | |
| 3:10 | 4:00 | 50 | <i>Staff Training / Check-in / Department Meetings</i> | |

Friday

| Start | End | Duration | Friday |
|-------|-------|----------|-------------------|
| 7:30 | 8:30 | 60 | <i>Class Prep</i> |
| 8:30 | 9:00 | 30 | Period 1 |
| 9:00 | 9:10 | 10 | <i>Break</i> |
| 9:10 | 9:40 | 30 | Period 2 |
| 9:40 | 9:50 | 10 | <i>Break</i> |
| 9:50 | 10:20 | 30 | Period 3 |
| 10:20 | 10:50 | 30 | <i>Lunch</i> |
| 10:50 | 11:20 | 30 | Period 4 Family |
| 11:20 | 11:30 | 10 | <i>Break</i> |
| 11:30 | 12:00 | 30 | Period 5 |
| 12:00 | 12:10 | 10 | <i>Break</i> |
| 12:10 | 12:40 | 30 | Period 6 |
| 12:40 | 12:50 | 10 | <i>Break</i> |
| 12:50 | 1:20 | 30 | Period 7 |
| 1:20 | 1:30 | 10 | <i>Break</i> |
| 1:30 | 2:00 | 30 | Period 8 |