

Learning Continuity and Attendance Plan Template (2020–21)

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General Information

The COVID-19 pandemic has caused major impacts on the broader NOVA Academy community. Many of the students have parents who were suddenly out of work, thereby increasing the stress on the families as a whole. Many families struggled to make sure their students had food each day, especially those who relied on the school lunch program for multiple children. Some families also faced the inability to continue to pay for certain services, such as the internet. This lack of internet service caused families to need hot spots from the school and search for others around their community. Many students suffered from the lack of access to their social network of friends and the extended school family. Staff members have struggled to find child care for their own children in order to continue supporting the school and have many of their own concerns about virus contagion. Moreover, the pandemic has required us to re-examine our priorities for instruction, connection, and whole-child support.

Stakeholder Engagement

Prior to the first day of instruction, families were contacted frequently through multiple contact methods such as Loop Communications connected to the school’s SIS, written correspondence, emails, and personal phone calls. Duplicate, bite-sized communication was circulated through the school Instagram and Facebook accounts, thereby connecting to parents through additional avenues. The front office staff worked to correct contact information for each student and family in the school with efficiency. This resulted in larger and more comprehensive email listings as well as better phone contact numbers for both voice calls and text messages.

The principal introduced the *Weekly Eagle* parent and family newsletter this year and held a “Meet the Principal” video conference with parents. Parents have completed two surveys prior to the start of the school year, one asking them to identify their priorities for their child’s schooling this year and the other asking them to identify their technology needs. Parents were invited to join the School Site Council via the *Weekly Eagle*, social media, and loop messages. All families were given ample opportunities to participate in public meetings and public hearings through a distance method via Zoom links. Parent Universities and informational meetings were also conducted with parents and families able to attend via Zoom with where the presentation was given in English as well as translated into Spanish. Through survey responses, parents indicated varying levels of comfort with sending their students to school in person and identified their highest priorities for this school year.

Teachers were surveyed prior to the beginning of the school year for input on NOVA Academy's strengths, priorities for professional learning, and school improvement. Teachers also provided input and feedback on how to best measure, track, and respond to student participation. Teachers were also surveyed on their perceived readiness to begin hybrid instruction on site. Administrators and front office staff contributed to the development of communication strategies, attendance monitoring, and the preparation of our physical learning spaces in anticipation of hybrid instruction. Administrators from both NOVA campuses met regularly to confer on the development of system wide goals and practices.

The School Site Council met virtually on September 8th, 2020 to review the draft of this document, ask clarifying questions, and provide input and feedback. This plan was presented to the governing board on September 15th, 2020.

Continuity of Learning

In-Person Instructional Offerings

Whenever possible, classroom-based instruction will be offered through a multi-cohort hybrid learning schedule in concert with the flipped-classroom learning model. This approach will allow us to ensure a safe environment for our students and staff, wherein a reduced number of students are present for onsite instruction. The hybrid approach will follow the same bell schedule as in distance learning with students participating in an ongoing rotation consisting of two days in-person and two days distance learning every four days. If less than 50% of parents opt their students into the Hybrid model, then those students would be able to attend classes in person five days a week. NOVA is in the process of researching ways to accommodate additional on-site days (up to 5 days/week) for our students in greatest need of academic support, particularly our students with special needs and English Language Learners.

When students are on campus, the campus will accommodate physical distancing between students and staff through identified walkways with specified traffic flow directions (provided through signs, reminders, and modeling). All classrooms have a reduced number of seats spaced 4-6 feet apart in order to accommodate social distancing needs. These seats are also surrounded on two sides with clear barriers (one in front of the desk and one on the right-hand side of the desk, with the students being able to enter and leave the desk from the left-hand side). These barriers allow students to see the teacher and their peers but keeps them protected. Masks are required for anyone entering the building and must remain on when in proximity to others, even if socially distanced. The school will provide students with two machine-washable masks each. Additional disposable paper masks are available in dispensers in each classroom and throughout the school. Each classroom has been outfitted with a hand-sanitizer dispenser as well as extra bottles. Classrooms are also stocked with sanitizing supplies, multiple boxes of tissues, latex gloves, hypo-allergenic gloves, and Clorox-style wipes. Student restrooms have been labeled as single-stall use or limited number use (for the larger ones with more than 6 feet between stalls), with ample hand washing supplies.

NOVA offers a traditional Summer School as well as a Winter Intersession from January 4-22 as an opportunity for students to recover credits using the APEX online credit recovery program with teacher and administrator support. In addition, students may use the interim sessions to take advantage of college courses available to them from our college partner, Santa Ana College.

Department Teams will engage in data cycles every 6 weeks to collect and analyze student performance data. Students who have experienced learning loss and/or are at risk of failing their English or Math class are placed in LINK. LINK is a class designed to focus on both remediation and acceleration. Students may move into or out of LINK every 6 weeks as grade reporting periods provide new data.

Teachers were given access to a year-long digital curriculum through APEX Learning and were given the opportunity to complete professional development training for this curriculum. This curriculum allows teachers and students to access asynchronous learning and teaching in the event that an extended leave from campus becomes necessary. The APEX Learning curriculum is currently in use for distance learning and will continue to be utilized when the school moves to Hybrid.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Purchase of face masks for staff and students and disposable gloves.	\$5,114	Y
Cleaning Materials - Purchase of cleaning cloths, disinfecting wipes, hand sanitizer, and dispensers	\$8,764	Y
Signage - Purchase of standing signs and sticker signs for doors, walkways, and windows	\$1,103	Y
Hands Free Tools - Purchase of staff hands free devices and elbow door openers.	\$1,857	Y
Thermal Infrared Temperature Scanners	\$2,835	Y
Safety partitions for every student and teacher desk, sneeze guards for front office desk	\$90,946	Y
Campus / Student Safety - Assistance to maintain physical distancing during drop-off and pick-up times	\$34,650	Y

Distance Learning Program

Continuity of Instruction

Per the Distance Learning Expectations Policy issued April 3, 2020, and updated August 9, 2020:

All classes (with the exception of college courses not supervised by NOVA faculty) will meet virtually via video conferencing during their scheduled 55-minute or 40-minute time slots, as outlined in the attached “Distance Learning Bell Schedule & Class Dates 2020-2021” (Appendix A). All class sessions must consist of synchronous live interaction for the duration of the class period and must include both attendance taking and start-of-class/end-of-class routines (i.e. “do now/warm-up” and “exit ticket activities”).

The NOVA distance learning program will provide its students with educational opportunities and continuity to the greatest extent practicable during the temporary school closure.

While not originally designed as a virtual school, NOVA Academy is utilizing APEX Learning for most curricula with additional teacher curated materials and activities. Using a pre-built, licensed curriculum will help us to ensure seamless transitions for staff or students who may exhibit inconsistent attendance due to their own illness or that of a family member.

All synchronous live classes will continue to demonstrate the *NOVA Signature Practices* that define a rigorous college preparatory environment, including standards-based learning targets, activation of prior knowledge, varied active learning strategies, differentiated instruction, and exit tickets/demonstration of understanding.

Distribution of materials began during the Spring 2020 semester and continued throughout the Summer School session and Fall 2020 semester. Materials purchased and distributed included textbooks for high school courses, college textbooks, and consumable materials.

Access to Devices and Connectivity

NOVA Academy has provided one Chromebook per student and all required textbooks and classroom supplies. Additionally, students and families who express that they do not have access to the internet or wifi internet services will qualify to be able to borrow a school-provided hotspot.

Per the Distance Learning Expectations Policy issued April 3, 2020, and updated August 9, 2020:

Students will be provided with personal login credentials for online/virtual distance learning instruction, meetings, and school-related activities for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges.

Students, parents/guardians, and responsible adult caregivers must comply with the NOVA Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.

Technological resources provided by NOVA must be used in a safe, responsible, appropriate, and legal manner in accordance with NOVA policies and in support of its instructional program for the advancement of student learning.

Video conference meetings, aka “virtual classes,” may be recorded and made available as archived copies for later viewing by students and faculty. These archived copies may include both audio and video recordings of students participating in real-time virtual classes.

Pupil Participation and Progress

When in Distance Learning, NOVA Academy students are required to attend all scheduled live video conferencing sessions in lieu of on-campus classes. There are 260 daily instructional minutes built into the distance learning bell schedule in which students have access to live synchronous instruction with a certificated teacher.

NOVA Academy will monitor student participation using multiple data points which may include: warm up activities, exit tickets, work completed, chat feature and reaction emoji usage during live synchronous instruction, live classroom polls and quizzes, attendance at office hours, and access data from APEX.

When in Hybrid Learning, NOVA Academy teachers will assign synchronous and/or asynchronous work to students on the days that they are working from home and to the students whose parents chose for them to remain in distance learning. The assigned work will be equivalent to or greater than 260 instructional minutes. Asynchronous work will be paced in a similar manner to the way a live lesson would be paced.

Time value of student work will be based on the amount of time it would take an average student to receive the information (via reading material, video, PowerPoint, or pre-recorded lecture), process the information, and produce work in order to apply understanding of the information.

Distance Learning Professional Development

NOVA Staff participated in 5 full days of professional development leading up to the first day of instruction. Topics included training on APEX integration, tech training based on teacher need, NOVA signature instructional practices, active learning strategies, social/emotional learning for students and staff, and our communication and intervention plans. Two teachers are serving as the Tech Leads. They are available to teachers for individualized support and training. Additionally, NOVA Academy has built in 2 hours of professional development time for staff every Monday afternoon. That time will alternate between whole-staff professional learning and Professional Learning Communities (department teams). Technical support is also provided by our IT contractors 5 days a week. Staff may access the school's Wifi and other tech tools by working from campus.

Staff Roles and Responsibilities

Several staff roles and responsibilities have been modified to accommodate the needs of students for the 20-21 school year. Faculty are required to remain online and available to students for the entirety of the scheduled class period, maintaining an uninterrupted video call to ensure a virtual approximation of the traditional classroom meeting experience. Front Office staff has remained on campus five days/week and are available to faculty, students, and families. The following teacher leader roles have been added or modified for this school year: Tech Leads, Virtual Instruction Support, Family Mentor, LINK/Tutorial Coordinator.

Supports for Pupils with Unique Needs

NOVA utilizes APEX Learning as its online curriculum, which provides English Learners with tools to translate assignments. In addition, all Level 1 and Level 2 English Learners have been placed in a LINK support class with their English Language Development teacher for support with their core academic classes. Additionally, EL students are encouraged to join class discussions to increase their daily and academic language skills by practicing listening skills and verbally articulating concepts learned in class.

NOVA Academy recognizes that students with exceptional needs in our Special Education program may require additional support during distance learning. In response, a parent meeting has been held during the first month of school with each parent to discuss and develop an educational plan to support their student's unique needs. At a minimum, each meeting includes an administrator, education specialist, general education teacher and parent.

Included in the master schedule are two specific academic support classes for students with special needs. The classes are taught by one of two certificated Special Education Teachers. In addition, both of NOVA's Special Education Teachers provide extra support for students with special needs during the LINK (academic intervention) period of the day.

NOVA has two Masters in Social Work (MSW) interns who provide additional support to foster youth and to students who may be experiencing homelessness. Supports include linkage to community resources, to address food and housing insecurities, professional counseling and resource referrals. MSW interns provide supportive counseling and case management services to this unique population.

The NOVA Academy Children’s Foundation generously supports families of students with unique needs with grocery and gasoline gift cards when available. In Spring 2020 the foundation donated over \$10,000 in gift cards to support struggling NOVA students and their families.

Additionally, individual support is available for students with unique needs via outreach phone calls, tutoring by appointment and during after school hours.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Chromebooks - Purchase of new Chromebook devices to replace old devices that are no longer updatable or providing good access to materials.	\$96,088	Y
Purchase of data hours and the borrowing of hotspot devices for students without reliable access.	\$26,612	Y
IT Services - Payment for services provided to support the expanded need of digital service to devices borrowed by students, setup and implementation of online learning portals.	\$121,534	Y
Computer software licences, including APEX comprehensive courseware, IXL Learning.	\$51,513	Y
Special Education Support classes to serve students with unique needs.	\$21,585	Y

Pupil Learning Loss

Teachers, in department team PLCs, will evaluate student data every 6 weeks to determine which students require academic support in order to mitigate learning loss. Student data may include grades in English Language Arts and Math, a student’s level in English Language Development, as well as performance on individual assignments, attendance, and participation.

Pupil Learning Loss Strategies

This year, NOVA Academy has implemented changes to the LINK academic support program in order to more effectively address learning loss and accelerate academic growth. LINK is now a fully integrated, 10 credit yearlong course during Period 4. Students are placed in a LINK course based on quantitative and qualitative data reflecting their academic needs in the three priority areas of English Language Arts, Math, and English Language Development. LINK courses meet for 55 minutes every other day. Content is driven by student need and is designed and delivered by a certificated teacher. Students data is reviewed every 6 weeks to redetermine need. In lieu of LINK, some students may be placed in a Math Support class for the duration of the school year.

The incentive to take college classes while in high school is a key component of the early college model and one of the strategies for learning loss as well. Students have access to both the comprehensive offerings at the high school level as well as an extensive menu of offerings at our college partner, Santa Ana College.

NOVA Academy offers both Summer School and a Winter Intersession (January 2021) specifically designed to address learning loss through credit recovery. Students who participate in both Summer School and Winter Intersession are supported by a certificated teacher as they

work asynchronously through APEX credit recovery courses. In addition, students may take advantage of the opportunity to attend college courses.

Built into the master schedule are Seminar classes for Freshmen, Juniors, and Seniors. These courses are designed to proactively reduce the risk of remediation at both the high school and college levels through motivational lessons that develop soft skills. These skills support a student’s transition from being dependent learners to acting as independent learners in preparation for college. NOVA Academy is currently searching for a suitable curriculum for Sophomore Seminar.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services and supports provided will be measured by analyzing available quantitative data such as grade reports, attendance reports, credits earned, etc. as well as qualitative data such as call log entries and staff/student surveys.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Summer School costs - Payment of additional teachers during Summer School for additional teaching staff as well as learning resources.	\$18,656	Y
ELD & Math Support Classes - Cost to the master schedule for staffing these support classes for students.	\$61,289	Y
Winter Intersession - Payment of additional teachers during Winter Intersession for additional teaching staff as well as learning resources.	\$8,816	Y
Seminar - Cost to the master schedule for staffing Seminar classes.	\$76,920	Y
Get Focused, Stay Focused - Training and material support for the Freshman Seminar class teacher as well as for the other Family grade teachers to continue the ideas of the program.	\$6,950	Y
Professional learning resources to support teachers in implementing remediation and acceleration strategies.	\$77,734	Y
Increase in instructional minutes for LINK (academic intervention).	\$178,506	Y
Online College Courses - Expenses for books, learning programs, and other materials needed by students for their college courses, such as Kindles and ebooks.	\$7,500	Y
APEX Credit Recovery course	\$12,181	Y

Mental Health and Social and Emotional Well-Being

All students at NOVA Academy are placed in a *Family* class. Students remain in that class with the same peers throughout their four years with us. Family was specifically designed to create a strong sense of belonging and support the social/emotional development and wellbeing of all students. This year NOVA has added the role of Family Mentor. The Family Mentor is responsible for developing the content of Family and supporting teachers with implementation of the program and best practices. We have also increased the number of times Family classes meet during the week. This year, Family meets every day for 40 minutes.

During the professional development week held August 10-14, staff members engaged in a reading and discussion regarding the trauma experienced by all as a result of the pandemic. NOVA Administrators continue to provide opportunities for staff members to process their feelings about the changes that are occurring in response to the pandemic. Counselors, Special Education teachers in their role as case managers, and Administrators are available to provide 1:1 social/emotional support to staff and students.

Pupil and Family Engagement and Outreach

The NOVA Santa Ana campus employs a full time Student & Family Engagement Coordinator. The NOVA Academy Administration and the Student & Family Engagement Coordinator collaborated to gauge parent engagement prior to the start of the 2020-2021 academic year. A bilingual “Parent/Guardian Survey” was sent during the summer of 2020 to help NOVA Academy understand how families were feeling regarding distance learning. In preparation for the start of the 2020-2021 academic year, a bilingual “Electronic and Internet Device Parent Questionnaire” was sent in order to ensure that all students had access to internet service at home to be able to participate in distance learning. Students that did not have internet access at home were provided with a hotspot.

On the first day of school, the Student & Family Engagement Coordinator worked closely with NOVA Academy’s Freshman Family Teachers from the Santa Ana Campus to facilitate team building activities with the students. In addition, students were made aware of the resources and support available to them at NOVA Academy. As a way to promote student and family engagement, a campus tour video was created and shared with students and families in the “NOVA Family Resources Online” Google Drive that NOVA families have access to. Here, families are able to access materials in both English and Spanish regarding Parent and Student Aeries Portals, Online Orientation and Community Updates.

As a way to provide outreach to students and their parents/guardians, a schoolwide “Outreach Call Log” was implemented to document attendance, outreach attempts, results and interventions. This sheet will be utilized across teachers, administrators and the front office to provide support, interventions and resources to students. Dedicated time has been built into the bell schedule every day Tuesday through Friday for teachers to conduct student and family outreach activities. These activities may include phone calls, emails, or chats in an appropriate discussion channel. Front office staff are making daily outreach calls to students who have been marked “absent” 3 or more times within a given week. Outreach activities are logged by teachers and front office staff in a shared google spreadsheet. The dynamic, interactive spreadsheet allows for quick identification of needs that arise from outreach activities and helps us to ensure that those needs are followed up on.

School Nutrition

NOVA Academy - Santa Ana is providing students with grab and go meals 5 days a week during in-person instruction and 5 days of meals for pick up once a week during distance learning.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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Pupil and Family Engagement and Outreach	Student & Family Engagement extra duties	\$99,211	Y
Pupil and Family Engagement and Outreach	Translation Costs	\$6,465	Y
Pupil and Family Engagement and Outreach	Professional Communication Services	\$37,486	Y
School Nutrition / Meal Distribution	Professional consulting services and staff expenses	\$14,475	Y
Mental Health & Social Emotional Well-Being	Family Class	\$198,336	Y

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
100%	\$1,267,126

Required Descriptions

Low income students were considered first in the procurement process for technology, increase in meal distribution, and purchase of PPE. NOVA Academy recognized that low income students and their families were more likely to need devices and Wifi services, reliable and nutritious meals, and school provided PPE. English Language learners and low income students were both considered first when purchasing comprehensive courseware for the translation features included in the courseware as well as the security of providing consistent and continuous access to curriculum materials regardless of changing home situations.