

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nova Academy

CDS Code: 33 73676 0121673

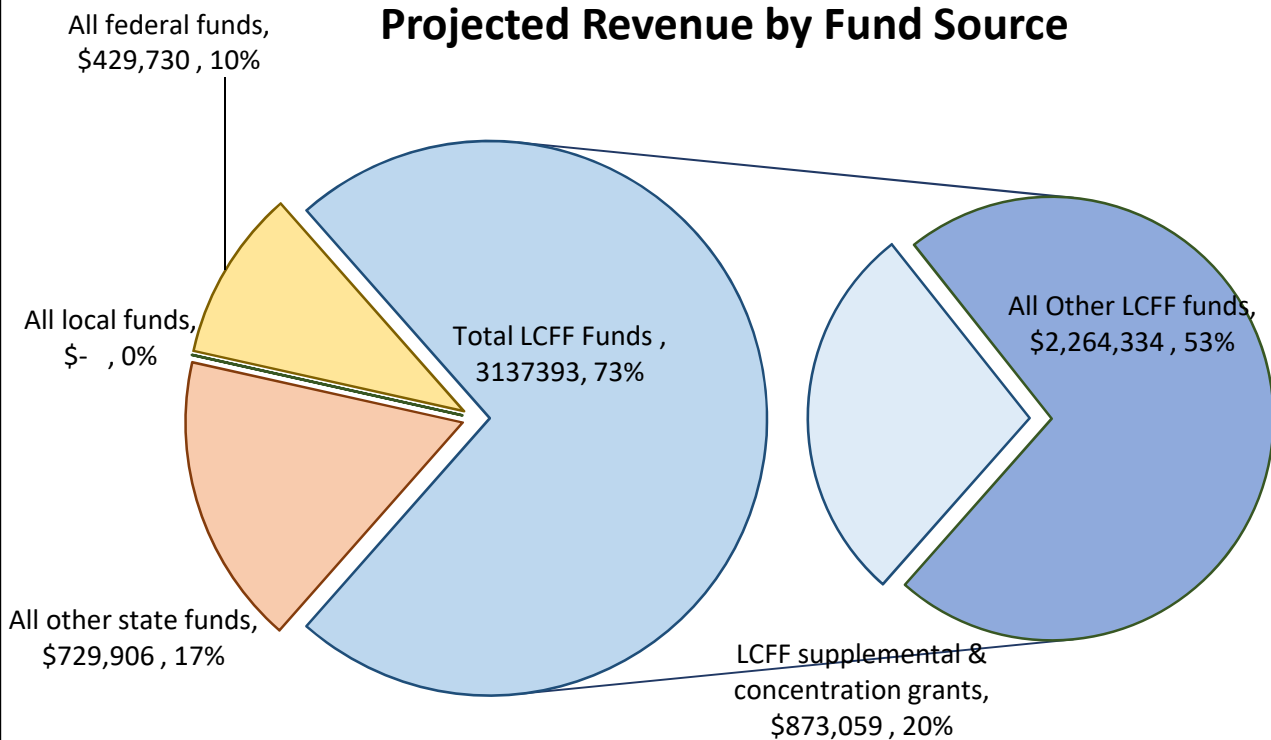
School Year: 2021 – 22

LEA contact information: Renee Lancaster

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

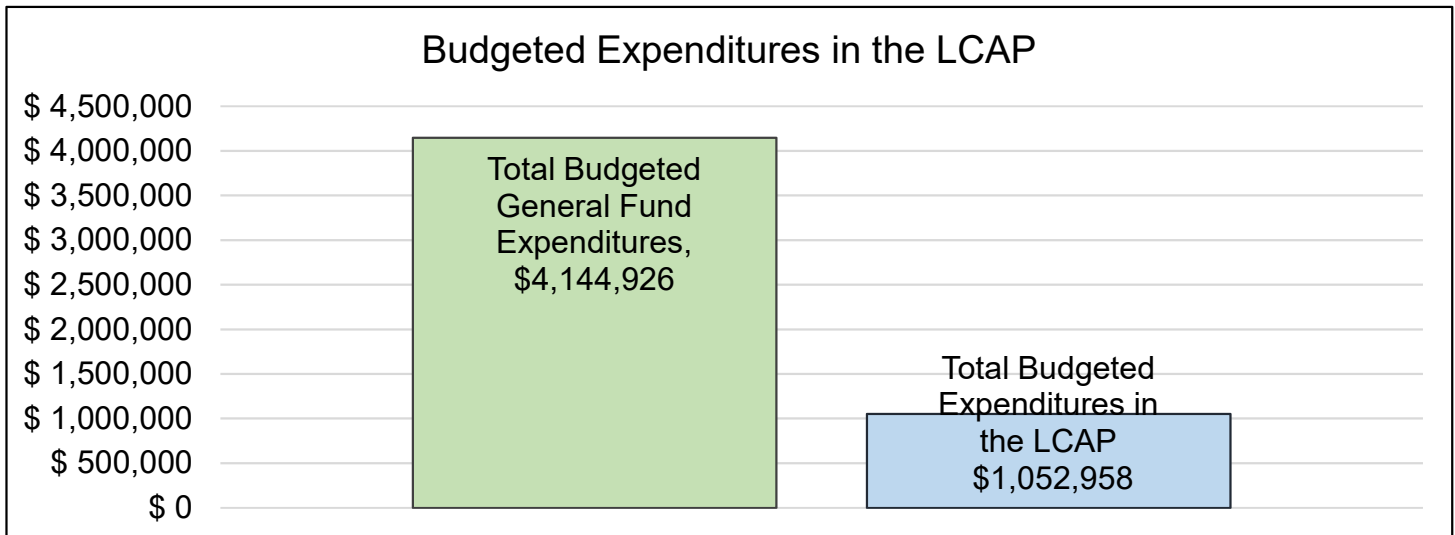


This chart shows the total general purpose revenue Nova Academy expects to receive in the coming year from all sources.

The total revenue projected for Nova Academy is \$4,297,029.00, of which \$3,137,393.00 is Local Control Funding Formula (LCFF), \$729,906.00 is other state funds, \$0.00 is local funds, and \$429,730.00 is federal funds. Of the \$3,137,393.00 in LCFF Funds, \$873,059.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Nova Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Nova Academy plans to spend \$4,144,926.00 for the 2021 – 22 school year. Of that amount, \$1,052,958.00 is tied to actions/services in the LCAP and \$3,091,968.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

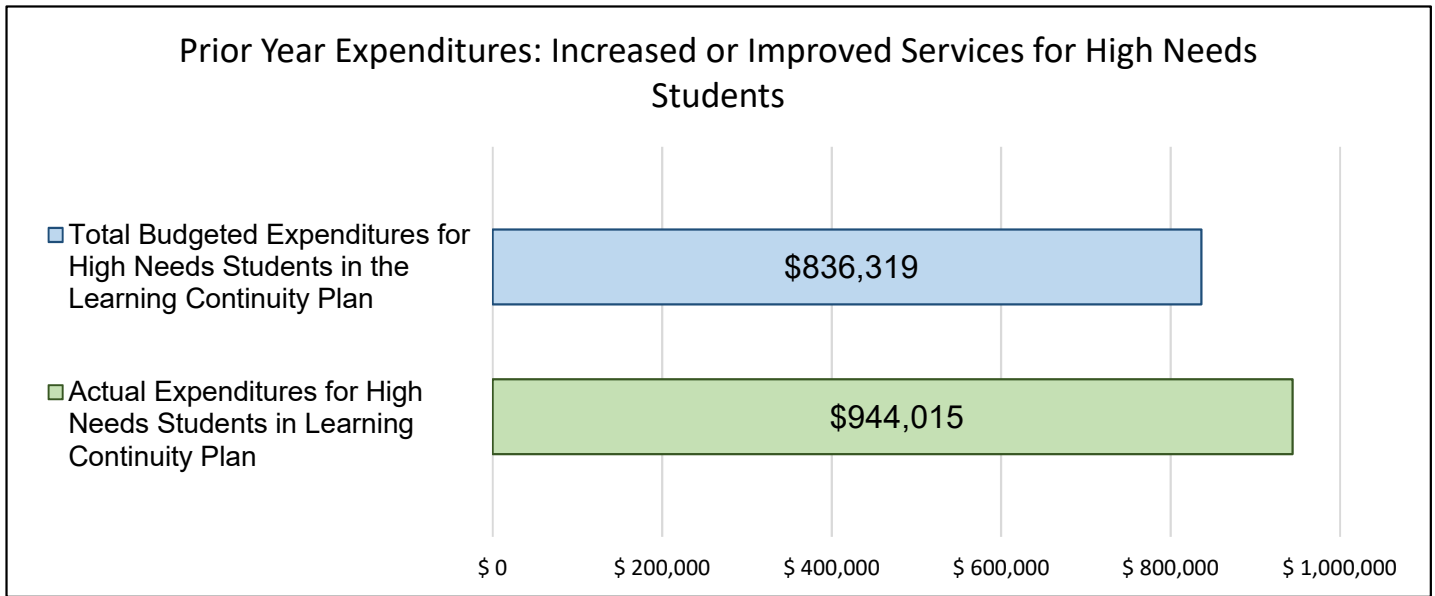
Expenditures include direct and indirect costs to provide an Early College High School educational program for all students enrolled in Grades 9-12 with Nova Academy Charter School in Coachella, CA. Expenses include but may not be limited to certificated salaries; non-certificated salaries; employee

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Nova Academy is projecting it will receive \$873,059.00 based on the enrollment of foster youth, English learner, and low-income students. Nova Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Nova Academy plans to spend \$1,052,958.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Nova Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Nova Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Nova Academy's Learning Continuity Plan budgeted \$836,319.00 for planned actions to increase or improve services for high needs students. Nova Academy actually spent \$944,015.00 for actions to increase or improve services for high needs students in 2020 – 21.

Draft Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
NOVA Academy - Coachella	Adrienne Haggerty - Assistant Principal	adrienne-haggerty@nova-academy.org 760-398-9806

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the 2019-20 Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

Goal 1

NOVA Academy will continue to work towards an increase in CAASPP achievement levels within all student populations for Math and ELA. NOVA Academy will engage with teachers and administrators in Common Core State Standards (CCSS) professional development for full implementation. NOVA Academy will work with Science department to reach initial implementation status for Next Generation Science Standards (NGSS). NOVA Academy aims for an increase of EL students make progress as measured on the ELPAC.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected

Students will show an increase in performance on state assessments in both ELA and Math

Actual

Due to state testing not being held due to COVID-19, there is no state assessment that can show an increase.

	Benchmark testing was conducted in Fall 2019 at the beginning of the semester and the end of the semester. This data shows the potential for increase in future testing.
Professional Development Reflection Tool for Implementation of State Academic Standards – Priority 2 – Outcome for Question #5 – Average Score of 3 (initial implementation)	Professional development of HECS state standards was met with an average score of 4.5.
Professional Development Reflection Tool for Implementation of State Academic Standards– Priority 2 – Outcome for Questions #1-3 – Average score of 2 (beginning development)	Goal of providing all staff members with professional development within their CCSA standards was met with an average score of 4.4.

Actions / Services

Duplicate the Actions/Services from the 2019-20 LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services include freshmen seminar courses: AP Class, ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic supports including SPED and EL populations	Seminar classes completed. ELD training and development completed in all subject areas. ELD specific curriculum was used extensively in the ELD and Critical Reading courses, and Spring 2019's ELPAC results were used to inform areas of need. Students in the SPED program were involved in LINK courses, as well as the Academic Improvement Plan program to assist with IEP specific needs. Professional development this summer focused on positive campus culture and how to cultivate it in Family classes as well as general education classes. This focus was to expand on the understanding of providing positive learning environments for students to better their academic growth. Students in need of additional time for tutoring and remediation were given LINK	\$152,090	\$152,038

	time in their daily schedule. Students who were not in need of remediation were given opportunities to explore new ideas and topics through tutorials running in 6-week sessions. 2 AP courses were made available to students (AP Calculus and AP Spanish).		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Master Schedule was developed to ensure that there were enough sections of freshmen seminar for all ninth graders to be enrolled. This included a section of students who were being focused on for a smaller class offering due to observations on student behaviors and attitudes towards learning and school during the Summer InNOVation program. Training was held to provide teachers with supports on working with an EL population in all subject areas. Training was also given with the intent of understanding student's basic needs to assist us in helping them access their academic needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All parts of the action were deemed effective in meeting the goal of achieving improvement in benchmark performance across all subgroups of students. These actions would have played a role in the overall performance of the students if the SBAC and interim assessments had commenced as normal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 1 expenditure decrease from the budgeted amount is immaterial. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1 and new Goal 3.

Action 2

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.</p>	<p>New and replacement Chromebooks were purchased and put into the cycle of the devices already in service on campus. Previous carts were enhanced with new touch-screen devices that converted into tablets with these new devices replacing older devices no longer able to be serviced. A bandwidth extension was further put to the test and fixed when issues were discovered. All cart assignments are based on classroom need and teacher use of the devices. However, all classrooms had access to devices for all students to use. Chromebooks were distributed to students in March 2020 based on need and self-reported technology gaps. Hot Spots were also provided to families.</p>	<p>\$181,772</p>	<p>\$131,904</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

New devices were used to replace old chromebooks that are no longer supported by Chrome updates. These new devices are mostly touch-screen and can convert to tablet form, which increases their accessibility to students of all ability levels.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The addition of the devices to all classrooms at the beginning of the year allowed for better support once the 1:1 program was implemented for distance learning. This also enhanced teacher planning and created a better understanding of student use of technology during class periods.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 2 expenditures decreased from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 1, Action 2 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1 and new Goal 3.

Action 3

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills.</p>	<p>Two Math Support classes were provided for students in need of additional help in mathematics. ELA supports took the shape of ELD and Critical Reading courses. The ELD class focused on helping lower level EL students. The Critical Reading class focused on higher level EL students getting ready to reclassify, as well as recently reclassified students to support their growth.</p>	<p>\$48,015</p>	<p>\$47,904</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The ELD and Critical Reading courses were successfully implemented in the manner of teaching students' concepts that were lacking from other gaps in learning, as well as strengthening and reiterating concepts being taught in core classes through enhancing and strengthening their overall common of the English language in all its forms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The achievement of this goal in the 2019-2020 school year could not be measured due to the ELPAC not being given to students during the COVID-19 school closure.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 3 expenditure decrease from the budgeted amount is immaterial. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal’s topics and efforts into the new Goal 1 and new Goal 3.

Action 4

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and teacher training.</p>	<p>Additional literature novels to accompany the previously purchased ELA curriculum were purchased throughout the year to enhance the school’s library and student access to classical literature. Use of IO Assessment was continued to assist with data management and to provide a system of assessment throughout the campus. AP curriculum was not required by teachers this year although supplemental aids to support success in courses were purchased, such as, writing webinars, formatting references etc. The social studies department received approval for the Students of History digital curriculum that integrates state standards and the Common Core Literacy Standards. Additional supports and supplies for the</p>	<p>\$70,127</p>	<p>\$16,630</p>

	science classes were also found for better student learning.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The new social science curriculum has been able to allow students the ability to explore literacy in a different subject areas, while also enhancing their access to meaningful learning experiences. Students also benefited from additional curriculum integrations in the science department. Hands-on learning took place at a higher level and solidified concepts of multiple scientific practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students showed a stronger interest in the subject areas of social science and science than in previous years due to the hands-on and project-based nature of the curriculum supports..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 4 expenditures decreased significantly from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 1, Action 4 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1 and new Goal 3.

Action 5

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services to include Summer School resources to support student needs for remediation of core subjects.	Summer School resources take the original resources for math classes and introduces it to students in a compact and simple structure so students are able to complete their Summer School program in the allotted time. The math team used HMH's online curriculum for summer school, and the ELA team used Realize and Google Classroom integration.	\$14,908	\$9,441

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The math department communicated with the Principal to complete Summer School for mathematics through a re-teaching method using the same materials used in the previous year with the students. Students were identified based on previous semester grades and a need to remediate credits. Students are given an assessment to identify what standards they have mastered. Focus is then placed on those standards that students have yet to master for that semester. EL switched to Realize with the Google Classroom integration.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students are able to remediate credits they are missing for both English and math. Thus allowing them to be on track for graduation. Additional offerings were given in World History and Spanish courses of remediation and credit recovery.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 5 expenditures decreased from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 1, Action 5 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1.

Action 6

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services to include support program for students throughout high school. These intervention programs will include, but are not limited to inNOVation Summer Institute, LINK, Tutorial, and Academic Intervention Plan.</p>	<p>The LINK and Tutorial programs were improved upon through more offerings and better variety within those offerings. Students were able to improve enough to be removed from the Academic Intervention Program.</p> <p>The Summer InNOVation program did not take place this school year due to the limitations from the school closures and COVID-19.</p>	<p>\$1,560</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The inNOVation Summer Institute was canceled. LINK and Tutorial program was improved through staff and student input. Students came out of the Academic Intervention Program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Learning loss greatly affected the number of students who came out of AIP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 6 expenditures decreased from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 1, Action 6 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1.

Action 7

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include the hiring of an Academic Intervention Specialist to assist students in ELA and Math courses.	The Academic Intervention Specialist position was continued.	\$27,280	\$38,857

Analysis

Complete a copy of the following table for each of the LEA’s goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This action was completed in the 2018-2019 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Academic Intervention Specialist position has shown to be effective in accomplishing our goal. Students have continued to receive direct intervention to meet the needs they have in their various classes. Students are also motivated to work harder and stay focused.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 7 expenditures increased significantly from the budgeted amount. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Budgeted funds from other Goals and Actions were shifted into Goal 1, Action 7 due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, this action was not moved to the new LCAP.

Action 8

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include the hiring of an English language development teacher/specialist to provide instructional support and assessment support to English Language Learners	This position was not hired due to no available and qualified candidates for the position. However, an ELA teacher was hired for a natural vacancy who had stronger qualifications for teaching ELD classes as well as specialized training that is enhanced by more training for this teacher.	\$22,000	\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The position of English Language Development teacher/specialist was not hired for due to a lack of qualified candidates for the position. However, an ELA teacher was hired for a natural vacancy who had stronger qualifications for teaching ELD classes as well as specialized training that is enhanced by more training for this teacher. This teacher then provides support to other teachers and subject areas in teaching ELD students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The position of English Language Development teacher/specialist was not hired for due to a lack of qualified candidates for the position.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services 8 expenditures decreased significantly from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 1, Action 8 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 1, Actions 1-8 equal \$396,774 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, this action was not moved to the new LCAP.

Goal 2

By Spring 2019, parent surveys will demonstrate that 80% of parents in attendance at parent events found the information and skills shared through parent meetings to be useful.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 3

Annual Measurable Outcomes

Expected

80% of parents identified that they were “satisfied” or “very satisfied” with the information shared with them at parent events.

Actual

No data gathered due to end of previous LCAP, this goal ending in Spring 2019, and the limitations brought on by the school closures.

Actions / Services

Duplicate the Actions/Services from the 2019-20 LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	No survey was sent to parents about Parent University. There was 1 parent meeting in the Spring when this would most likely take place, and there was not much involvement or input.	\$5,153	\$5,309

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Digital parent meets were met with a lack of attendance and participation. No data could be collected.

Parents were in survival mode and did not respond to much within the first 2 months of the school closures, despite repeated attempts and processes to connect with and communicate with all families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Digital parent meets were met with a lack of attendance and participation. No data could be collected.

Parents were in survival mode and did not respond to much within the first 2 months of the school closures, despite repeated attempts and processes to connect with and communicate with all families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 2; Action/Services 1 expenditure increase from the budgeted amount is immaterial. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA.

The estimated Actual Expenditures for Goal 2, Actions 1-4 equal \$52,201 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 2.

Action 2

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	No survey was given.	\$1,000	\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 2.

Action 3

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair	Parent University was held each month until March 2020. Special guests were brought in and food was served at each meeting. Parent-Teacher conferences were offered to parents during the Fall semester and teachers completed home outreach	\$1,208	\$2,757

	calls and communication for the Spring semester.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Based on parents' discussion and concerns during the Fall semester, special guest speakers were brought in. Food was also provided as an incentive, as well as to help with concerns that the meetings were being held around family dinner time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Additional parents came to the meetings with food and special guests during Fall offerings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 2; Action/Services 3 expenditures increased significantly from the budgeted amount. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Budgeted funds from other Goals and Actions were shifted into Goal 2, Action 3 due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 2, Actions 1-4 equal \$52,201 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021-24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 2.

Action 4

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include an increase in family engagement and community involvement through the hiring of family engagement and community involvement personnel. As well as using technology to communicate with families and the community (i.e. Aeries communication tool, flyers, newsletters etc.).	Family engagement/Community involvement position remained open and unfilled by a qualified candidate.	\$31,818	\$44,136

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This position became open and was never refilled.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

When there was a person in the position for the 2018-2019 school year, it was not as effective as hoped, and the lack of applicants for the position resulted in a restructuring of internal organizational structure to accommodate for this position's duties.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 2; Action/Services 4 expenditures increased significantly from the budgeted amount. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Budgeted funds from other Goals and Actions were shifted into Goal 2, Action 4 due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 2, Actions 1-4 equal \$52,201 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, this action was not moved to the new LCAP.

Goal 3

By Spring 2019, parent and student surveys will show an increase in overall satisfaction from the year prior, as well as an increase in school safety satisfaction from the year prior.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Average percent of parents & students who responded “agree/strongly agree” Maintain 93% Spring 2018	Not enough data.
Average percent of parents & students who responded “agree/strongly agree” Maintain 93% Spring 2018	Approximately 74% of students enrolled at the time of the survey responded with the majority (80%+) being positive.

Actions / Services

Duplicate the Actions/Services from the 2019-20 LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include a parent and student survey; safe campus program and development of positive school culture	Parent and student survey went out in March to all. Phone calls, emails, text messages, Loop Messages, letters, and other contacts were made with parents to get them to respond.	\$31,421	\$27,604

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Results from this survey are minimal due to when it was sent out - March 12th 2020. This choice of survey date is based on precedence set through multiple years and was almost 1 year-to-the-day of the last parent survey for the LCAP. This 2020 date was the Thursday before schools in Riverside County were ordered to close due to COVID-19. This survey got a total of 14 parent responses. Phone calls, emails, text messages, Loop Messages, letters, and other contacts were made with parents to get them to respond. There was no further response.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The parent and student surveys gave important feedback on areas to focus on; it is unfortunate that there was not enough data for the school to use in connection to the parent information and voice. Re-entry circles also had success in assisting students to feel supported and behavior improved.

Student responses reflected their fear over the situation of the school closures, as well as how COVID-19 affected some of them before the closure through social events being canceled, such as the annual Family Basketball Tournament. Some of the fear and anger and frustration came out in the results, thereby skewing the data and analysis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services 1 expenditures decreased from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 3, Action 1 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 3, Actions 1-4 equal \$186,304 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 2.

Action 2

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include staff training on topics such as, but not limited to, Restorative Justice, RTI, mediation, mentoring and positive discipline.	The Staff Summer PD focused on building positive school culture and better classroom environments with stronger relationships. This includes understanding why students may act out. The positive discipline process continues along with alternatives to suspension like parent meetings, parent shadowing, and SST meetings. Re-Entry circles as part of a	\$50,906	\$54,484

	restorative justice model were implemented for students returning from suspensions.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Throughout the year students and their emotional needs were considered in discussions. Student Maslow needs were weighed against their Blooms levels in the discussions. SST meetings were increased for students to discuss their needs and alternatives to traditional suspensions. Parent contact was also increased to avoid some suspensions when students were acting out.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students who had been suspended were coordinated into re-entry circles to show support from the school community. The majority of students who participated in re-entry circles did not break additional rules after their return to the school population. Positive discipline practices created a decrease in suspensions due to defiance of students towards teachers and staff.

Students who repeated negative behavior did not make progress and additional interventions were being sought before and during the school closures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services 2 expenditures increased from the budgeted amount. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Budgeted funds from other Goals and Actions were shifted into Goal 3, Action 2 due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 3, Actions 1-4 equal \$186,304 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 3 and Goal 4.

Action 3

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include upgrading of the campuses security gate and security monitoring system	Security cameras installed throughout campus that allow for monitoring of students throughout the day and ensure no access to the campus from strangers. Additional camera sets and a stronger intranet system was added. Contract with security guard company was continued.	\$39,172	\$31,755

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Contract was continued with a new monitoring system to add to the already installed camera system throughout all of campus. The security team contract was continued.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These additions have added to the security of campus, as well as to the overall feeling of safety throughout campus. Staff, parents and students have expressed satisfaction that cameras were installed, and the presence of a security guard was appreciated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services 3 expenditures decreased significantly from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 3, Action 3 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 3, Actions 1-4 equal \$186,304 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal’s topics and efforts into the new Goal 4.

Action 4

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include providing Family classes 5 days a week	Family is scheduled 5 days a week.	\$70,170	\$72,461

Analysis

Complete a copy of the following table for each of the LEA’s goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Time is built into the daily schedule to allow for a 30 min Family block for all students. Currently this exists the beginning and end of lunch for different grade levels. This is something that is maintained.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Family is a highly effective program and likely one of the most successful components of our entire academic/social program. Students and staff report high satisfaction with a full week schedule of Family.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services 4 expenditure increase from the budgeted amount is immaterial. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA.

The estimated Actual Expenditures for Goal 3, Actions 1-4 equal \$186,304 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 4.

Goal 4

By Spring 2019, 35% of all NOVA Academy students eligible to participate in college courses will meet the requirements for dual enrollment in the 2018-2019 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: 1, 2, 3, 6

Annual Measurable Outcomes

Expected

35% of all continuing NOVA students (Fall 2018 11th-12th graders) eligible for dual enrollment for the 2018-2019 school year.

Actual

Starting in the Fall 2019 school year, 24.8% of continuing 10th-12th graders were eligible. By the end of the year, 48.8% of the total student population (9th-12th grade) were eligible for dual enrollment during the course of the year.

Actions / Services

Duplicate the Actions/Services from the 2019-20 LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services include providing a Summer inNOVation program; college pathways course; freshman and senior seminar courses; online college courses, on campus college courses and providing student with textbooks, materials and transportation for college. As well as purchasing AP and PSAT exams for students that are eligible for these exams and any supplemental items needed to be prepared.</p>	<p>Summer inNOVation was canceled due to COVID-19. All students were able to participate (per eligibility requirements) to participate in college pathways courses, online college courses, on campus courses at COD, as well as courses taught on campus by university approved teachers. Freshmen and Senior seminar classes were continued as in previous years. Students were provided with the appropriate materials and textbooks for courses taken through all avenues of learning. PSAT was provided for 10th grade students. AP exams were purchased for students, and students were assisted to set up their distance-based exams.</p>	\$68,808	\$116,380

Analysis

Complete a copy of the following table for each of the LEA's goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students were able to participate (per eligibility requirements) to participate in college pathways courses, online college courses, on campus courses at COD, as well as courses taught on campus by university approved teachers. Freshmen and Senior seminar classes were continued as in previous years. Students were provided with the appropriate materials and textbooks for courses taken through all avenues of learning. AP exams were paid for students eligible for Free and/or Reduced Lunch.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Additional AP tests were paid for by the school to allow students to take multiple tests rather than having to prioritize which test to take and which ones to sacrifice due to finances. Students were also able to benefit from on-site instructors from or approved by College of the Desert, University of Concordia, and University of California in Irvine.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 4; Action/Services 1 expenditures increased significantly from the budgeted amount. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Budgeted funds from other Goals and Actions were shifted into Goal 4, Action 1 due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 4, Actions 1-3 equal \$288,505 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1 and new Goal 3.

Action 2

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Summer School resources to support students need for remediation to improve their eligibility potential. This will also include online remediation courses during the school year to improve grades and grade point average.</p>	<p>Online remediation for other subjects than ELA and Math during the school year is provided through Apex learning. Math resources were compiled so that remediation would continue through the summer with a live course. ELA credit recovery for summer school used the existing curriculum and Google Classroom integration.</p>	<p>\$41,309</p>	<p>\$27,203</p>
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students were assigned to an after school meeting time to complete their Apex courses during the school year. ELA credit recovery for summer school used the existing curriculum and Google Classroom integration.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Many students were able to make up courses and access additional help from both the Apex teacher and subject area specialists.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 4; Action/Services 2 expenditures decreased significantly from the budgeted amount. The decrease of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA. Goal 4, Action 2 budgeted funds were shifted to other Goals and Actions due to adjustments in the academic needs of students.

The estimated Actual Expenditures for Goal 4, Actions 1-3 equal \$288,505 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal’s topics and efforts into the new Goal 3.

Action 3

Planned Action/Service	Actual Action/Service	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation. This will be done through programs such as Academic Improvement Plan, Summer School and APEX credit recovery program.	AIP program, LINK, and student peer tutoring. Students were also placed in LINK to get more focused attention during the school day. Additional academic mentoring took place via the Academic Intervention Specialist.	\$140,341	\$144,921

Analysis

Complete a copy of the following table for each of the LEA’s goals from the 2019-20 LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

An Academic Improvement Plan was completed with participation from the assistant principal and the counselor. LINK tutoring with teachers in a specific subject area as well as students tutoring was completed afterschool.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students were able to get academic help in a variety of ways, as well as increase their awareness of their own grades and the actions they could take to improve them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 4; Action/Services 3 expenditure increase from the budgeted amount is immaterial. The increase of expenditures is due to several factors including, but not limited to, the normal differential when estimating expenses; the COVID-19 pandemic regulations imposed by the State of CA.

The estimated Actual Expenditures for Goal 4, Actions 1-3 equal \$288,505 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA expended more money on LCAP goals than NOVA received in LCFF supplemental and concentration grants.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2021–24 LCAP, as applicable.

Based on the progress of this goal and this specific action, the new goals in the 2021-2024 LCAP will see integration of this goal's topics and efforts into the new Goal 1 and new Goal 3.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Barriers - Purchase of the sneeze guards for the front office staff, the students in the classroom, and the teacher's desk.	\$53,425	\$68,975	N
Cleaning Materials - Purchase of cleaning cloths, disinfecting wipes, hand sanitizer, and dispensers.	\$3,602	\$6,256	N
Personal Protective Equipment (PPE) - Purchase of face masks for staff and students and disposable gloves.	\$2,728	\$2,809	N

Thermometers - Purchase of digital thermometers and forehead thermometer and biohazard waste container for the disinfecting wipes used on the thermometers.	\$2,277	\$2,277	N
Signage - Purchase of standing signs and sticker signs for doors, walkways, and windows.	\$881	\$1,076	N
Lunch Area Project - Purchase of astroturf, landscaping, benches, umbrellas, and other area enhancements to provide more outdoor space for students to be spaced out more during lunch.	\$32,216	\$32,216	N
Hands-Free Tools - Purchase of staff hands-free devices and elbow door openers.	\$936	\$936	N
Campus / Student Safety - Payment for the supervision of students during drop-off and pick-up as well as through the times students are on campus.	\$35,498	\$35,498	Y

[Additional rows and actions may be added as necessary]

Analysis of In-Person Instructional Offerings

A description of the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable.

We have not been able to provide in-person instruction for the majority of our students, but the biggest struggle has been accessibility for the students at home. Small cohorts for at-risk students have helped. Successes have been the level of preparation we went through to be ready for staff and students on campus. This includes the above listed items that were purchased and arranged for during the late summer and early part of the Fall semester. Challenges to the cohorts has been the attendance of students. We have had a positive response from students and teachers once students were able to come back on campus, and much of it has reflected the social-emotional learning impacts that being on campus have occurred.

A description of any substantive differences in planned actions and actual implementation of the actions.

There have been no substantive differences in the planned actions and the actual implementation of the actions other than where supplies have been delayed at the distribution level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchase of additional partitions for student desks to facilitate in-person learning (+\$15,550). Increased employee hours to facilitate nightly disinfecting of classrooms, offices, partitions, etc. (+\$2,654).

An explanation of how lessons learned from implementing in-person instruction have informed the development of goals and actions in the 2021–24 LCAP, as applicable.

Currently, we have not done in-person learning beyond the cohorts, so data is limited. We know we need to fix some of our internal internet infrastructure since some students are not able to connect while on campus with their assigned Chromebooks. However, these students are provided a temporary device to use while on campus, thereby allowing for continued learning. We also need to strengthen our system of devices being used for online activities so that there are less interruptions in learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks - Purchase of new Chromebook devices to replace old devices that are no longer updatable or providing good access to materials.	\$64,763	\$64,763	N
Hotspots - Purchase of data hours and the borrowing of hotspot devices for students without reliable access.	\$25,563	\$25,563	N

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 and digital curriculum.	\$65,450	\$65,450	Y
Laptops for Teachers - Purchase of Dell laptops for teachers to facilitate teaching at a distance.	\$11,400	\$11,400	N
Software - Purchase of curriculum licenses (APEX Learning), interactive presentation licenses (Peardeck), and Zoom video conferencing licenses, as well as other software.	\$27,509	\$28,046	N
Professional Development - Payment for Professional Development resources in connection to teaching at a distance or through a hybrid learning program as well as supporting student learning at a distance or through a hybrid learning program.	\$41,090	\$48,165	Y
Canvas - Purchase of software licenses for the entire campus of teachers and students.	\$2,970	\$2,970	N

[Additional rows and actions may be added as necessary]

Analysis of the Distance Learning Program

A description of the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Supports for Pupils with Unique Needs.

Continuity of Instruction: Students have been able to have continuity of instruction through teachers being able to work with them while on campus using campus devices and connectivity; they have also be provided with substitute teachers who have followed a curriculum map to allow for continued learning and flow until a teach could be hired for any vacancy that occurred at the beginning of the term.

Access to Devices and Connectivity: Access to devices and connectivity was provided through a 1:1 Chromebook program where students were loaned devices from the school, even if they stated that they had personal devices. This process was done so that there would be no reason for the students to not be able to participate in their learning. Students whose families expressed the need for wifi internet services were provided with a Hot Spot to connect their devices. Students in the small cohorts bring their devices and are lent freshly cleaned ones from campus when they have issues, thereby ensuring continued connectivity.

Pupil Participation and Progress: Students are encouraged to participate in all class activities. They are given a Do Now activity or prompt at the beginning of each class to help them focus on the topic. They are provided online activities during the class to encourage active learning. They are then given an Exit Ticket for the end of the class time. Homework assignments and further study assignments vary based on the subject area and teacher and class progress in the virtual sessions. Students who do not respond to the teacher's prompting are given the "Distance Learning Not Engaged" mark in attendance so that a follow-up conversation can happen with the families as to why their student logged into the class but did not participate.

Distance Learning Professional Development: Staff meetings occur each Monday from 2-3:30/4 pm. This allows for lunch and a break from the computer screen while working in their rooms for office hours. Student concerns are addressed at each meeting. Continuous learning has also taken place through curriculum instruction and information being presented to teachers through this time.

Staff Roles and Responsibilities: Staff have taken to the safety measures well and are working together to ensure personal safety as well as health and safety for the students. Teachers, administration, and support staff members all participate in making sure all areas are secure for physical safety, as well as checking in with the STOPit Web Application and the HR department daily. Multiple duties are shared, which provides for a system of checks-and-balances. Staff members of all levels continue to communicate with families on a consistent basis, encouraging families to stay connected and communicating for the best interest of their students.

Supports for Pupils with Unique Needs: Students with unique needs specifically have access to the SPED Coordinator and Technology Coordinator (both titles held by the same person) so that their technical needs can be resolved quickly. Additionally, the clerical secretary for the SPED department has ample training on technology issues to assist students and parents in their technology needs. The Academic Improvement Specialist contacts both GenEd and SPED students consistently, and the counselor also contacts those students and their parents to give guidance and support on the social-emotional level. All accessibility measures for SPED and ELL students have been taken and are consistently being reminded to students.

A description of any substantive differences in planned actions and actual implementation of these actions.

There have been no substantive differences in the planned actions and the actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Addition of STOPit Solutions web application software to facilitate COVID-19 daily risk assessment for staff (+\$536.50). Unfroze salary step increases retroactive to 07/01/2020 causing an increase in salaries for Professional Development (+\$1,880), Admin PD & PD prep (+\$5,194.80).

An explanation of how lessons learned from implementing distance learning have informed the development of goals and actions in the 2021–24 LCAP, as applicable.

Distance learning lessons for future improvement include the depth of understanding that is needed by the teachers for their curriculum. Additionally, teachers with the drive to learn and background understanding of the Flipped-Learning model of instruction have an easier time in getting students to participate in the class discussions and activities as well as homework. Teachers have learned to add timers to topics and items to provide a sense of immediacy for the assignments, thereby increasing student participation in activities in both class time as well as practice time. This also has shown an increase in the scores for students. With teachers learning a new curriculum and not taking full ownership of their classroom’s flow and process, students feel less secure in their learning. Once a teacher shows more confidence in the curriculum and teaching, students show more confidence in the teacher and their learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Webinars - Attendance to webinars that prepared administration to focus on reducing possible learning loss and how to better help students in distance learning.	\$44	\$44	N
Support Staff - Academic Intervention Specialist for assisting students in their learning endeavors outside of traditional class time.	\$23,213	\$23,837	Y
LINK/ Tutorial - Purchase of instructional materials and curriculum, which includes added instructional time.	\$97,888	\$101,469	Y
Summer School costs - Payment of additional teachers during Summer School for additional teaching staff as well as learning resources.	\$11,456	\$11,456	Y
EL and Math Support Classes - Teacher preparation and training for students needing remediation.	\$29,475	\$27,720	Y

Habitudes - Training and Support for teachers in dealing with student SEL needs. See expenses for Professional Development.	\$0	\$0	Y
Get Focused, Stay Focused - Material support for the Freshman Seminar class teacher as well as for the other Family grade teachers to continue the ideas of the program, including the digital curriculum for other grades so that students can update or create the 10-Year Plan.	\$9,615	\$9,615	Y
Online College Courses - Expenses for tuition, books, learning programs, and other materials needed by students for their college courses, such as Kindles and ebooks.	\$30,034	\$27,021	Y
Senior & Freshman Seminar - Support for Senior Seminar and Freshman Seminar teachers and students, including materials for the research projects, portfolios, and exit interviews, added instructional time.	\$41,447	\$42,212	Y
Winter Intersession - Payment of additional teachers who are needed during the Winter Intersession for additional teaching staff and learning resources/ curriculum.	\$8,816	\$27,967	Y
Family Class - Material support for teachers and students during Family classes. This includes information about Social Emotional Development, digital citizenship, and interpersonal skills.	\$138,999	\$130,447	Y

[Additional rows and actions may be added as necessary]

Analysis of Pupil Learning Loss

A description of the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable.

A major challenge to student success in addressing Pupil Learning Loss in the distance learning environment is the lack of parenting at home. NOVA families want their students to do well, but they struggle in helping their students succeed through expectations, patterns of behavior, and discipline (in multiple facets, not just in the meaning of punishments). Many families have their parents or guardians who work during the school time and younger siblings require attending. This causes some of the older students the struggle of being able to attend classes as well as help younger siblings and family members get through their school days and lessons. This has become a struggle for these students and their teachers. Teachers want to make sure they learn and learn well as well as find a

balance in their world. Success has been seen in the small group cohorts. Students have shown a stronger inclination to participate more in classes as well as with their homework.

A description of any substantive differences in planned actions and actual implementation of these actions.

There have been no substantive differences in the planned actions and the actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Unfroze salary step increases retroactive to 07/01/2020 causing an increase in salaries for Professional Development (+\$4,970). New hires at lower class, step than those who resigned/retired (-\$13,320). Winter School to be paid at regular per diem rate rather than hourly sub rate to increase and encourage participation in order to reach all students needing credit recovery (+\$9,382).

An explanation of how lessons learned from addressing Pupil Learning Loss have informed the development of goals and actions in the 2021–24 LCAP, as applicable.

We have implemented additional points of contact for all families with struggling students. Additional tutoring is provided for those in the AIP and SPED programs. All teachers offer office hours and contact parents of students they have concerns with. The counselor and teachers work hand-in-hand to address student concerns. We have also put forth a plan to do a form of summer school for remediation and credit recovery, but during the extended winter break. These three weeks of additional learning time are being offered for Distance Only and Small Cohort groupings where students will be able to learn from the teacher on campus and get more help in these smaller groups.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Habitudes and SEL Support - Support and additional training for all teachers and staff members related to student SEL needs. See expenses for Professional Development.	\$0	\$0	Y
Pupil and Family Engagement and Outreach	Translation Services - Provided so that family communications can be provided in the family's documented primary language.	\$4,263	\$6,416	Y
Pupil and Family Engagement and Outreach	Teacher Outreach - Time in the bell schedule so that teachers can reach out to families and encourage student participation, communicate positive behavior, correct negative behaviors, and encourage overall participation and engagement in classes.	\$39,019	\$39,098	Y
Pupil and Family Engagement and Outreach	Communication Specialist - Work with a communication specialist contracted to create communications, outreach in the community, as well as monitor and post to the school's website and social media accounts.	\$27,799	\$26,899	Y
School Nutrition	Grab-and-Go Meal Distribution - Costs related to reliable storage and distribution of school-provided meals to students and siblings, and consulting services.	\$13,494	\$13,494	Y

[Additional rows and actions may be added as necessary]

Analysis of Additional Actions and Plan Requirements

A description of the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being, implementing Pupil and Family Engagement and Outreach, and providing School Nutrition in the 2020-21 school year, as applicable.

Mental Health and Social and Emotional Well-Being: The survey given at the beginning of the semester will be given again to show the growth of students as well as a more current standing of their mental health and social-emotional well-being. Teachers and staff are reaching out to students on a consistent basis (some students get daily contact from multiple people) so as to better understand and help them.

Pupil and Family Engagement and Outreach: Attendance, participation, engagement, and communication processes have been mostly successful. One of the biggest challenges is that students and family members of students will block the school's phone number for various reasons. This makes contacting them very difficult. Individual conversations take place when we finally do make contact to detail the importance of not having the school's number blocked. The attendance clerks, SPED Clerical Officer, SPED Instructional Assistant, and AIP Specialist now use a method to call out as "private" numbers so that parents will pick up the calls. Many parents have responded well to the contacts. The school communicates with the school and outside communities through emails, letters, phone calls, and posts on social media (Instagram). This includes student-made assembly videos.

School Nutrition: We have found that many families are not picking up school-provided meals. We provide meals for the students and their siblings, but the participation is minimal. Constant communication goes out to families, but the response has been underwhelming.

A description of any substantive differences in planned actions and actual implementation of these actions.

There have been no substantive differences in the planned actions and the actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Unfroze salary step increases retroactive to 07/01/2020 and promoted front office employee who handles translation/interpretation causing an increase in salaries (+\$1,332).

An explanation of how lessons learned from implementing additional actions and plan requirements have informed the development of goals and actions in the 2021–24 LCAP, as applicable.

We have been able to identify where we need to support certain groups of students more, as well as areas of restricting the internal parts of the organization to better support students and families. This has given an additional 2 actions to the 2021-24 LCAP. Many of the actions have also been augmented to include information for in-person, distance only, and hybrid style learning environments.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
NOVA Academy - Coachella	Renee Lancaster - CEO	renee-lancaster@nova-academy.org (714) 569-0948

Plan Summary 2021-2024

General Information

A description of the LEA, its schools, and its students.

NOVA Academy Early College High School in Coachella has, since 2010, provided its students with a rigorous learning environment that is still nurturing and growth-focused. Students are given the opportunity to earn college credits while still in high school. Such an opportunity has been a pivotal part of the WASC-Accredited program since its inception, with the doors opening to hope for the future and the development of strong community and career leaders. The mission of NOVA Academy Early College High School is to inspire, educate and prepare all students to be successful in college, career, and in life. Individualized program concepts help students succeed in their high school career and transition into college and the greater world. Students at NOVA who attend college classes during their high school years have increased confidence in navigating the college system, feel more prepared for college, and have the potential of reducing their family's financial impact of college tuition after they graduate high school. NOVA Academy pays for students' college courses. It provides them with their college textbooks and materials while taking college classes during their high school years.

Early college high schools are small schools designed to help students earn a high school diploma and up to two years of college credits toward a Bachelor's degree. Early college high schools have the potential to improve high school graduation rates, college retention rates and better prepare all students for high-skill careers by engaging them in a rigorous college preparatory curriculum. NOVA Academy prepares students for the 21st century. It offers advanced opportunities to gain the knowledge and skills needed to smoothly transition to higher education or a career with marketable skills. The core values of NOVA are Family, The Whole Child, Early College High School, Academic Excellence, and Compassion.

With over 200 students in attendance, over four grade levels, 9-12, the school is located in the city of Coachella, which is in the Southern California desert and region of the Coachella Valley. Reflecting the majority of the surrounding community, the majority of students are Hispanic. Our goal is to provide first-generation college-goers, students from low socio-economic backgrounds, and minority students access to an academically rigorous, blended high school/college curriculum.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Overall, we have made a marked improvement within our SBAC performance in both Mathematics and ELA. We have repeatedly been successful in having all of our students complete the SBAC exam.

The previous school year's AP courses saw decent results. AP Spanish saw a 100% pass rate for the second year in a row. Additional courses were available to students through Concordia University in Irvine (CUI), and the University of California in Irvine (UCI). More students were also able to attend courses at the local College of the Desert (COD), with many students succeeding in these classes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We find a need connected to the Graduation Rate, College and Career Indicator (A-G completion and graduation rate combined), as well as an English Language Arts performance drop in the most recent testing data (2018-2019). This is a continuing need from previous years. We also have seen no major changes in our suspension rates. It is important that we look for alternatives to suspension for our special populations who, historically, are suspended more often than majority groupings. These groupings would be the Hispanic and Low Socioeconomic Status (SES) students.

In the 2018-2019 school year, a student focus group was held to discuss the student survey and the questions about safety and school culture on campus. Additional information was also asked of the parents of students. The student focus group identified student culture, staff culture, discipline, and bullying concerns brought forward by students and parents. The discussions with parents and students still drive the actions for this year and into the future. With school safety being a big topic in education, this can only be expected as a future-focused concentration. A focus group would have been conducted in the 2019-2020 school year in April, but with the COVID-19 pandemic, those plans fell to the wayside.

Our ELD and SPED populations historically perform lower than the general population of students in all areas of academics. It is important that we continue to provide support programs to close the gap for these students. ELD level courses will continue to support these efforts. It is also important that we work with our Education Specialist and Paraprofessional to provide accommodations that will support learning for students in the Special Education program. Further movements include moving to El Dorado SELPA and school-contracted Non-Public Agencies (NPAs) for servicing the needs of our SPED student population starting in July 2020.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The focus of goals changed in this LCAP, and the transition began as the LEA developed new goals. Goal statement simplicity focusing on actions that fit the goals best has seen a concerted effort in the generation and solidification of goals. A new student survey was implemented, along with a new parent satisfaction survey. However, both surveys still focus on overall satisfaction with the school as well as school safety. This is to help continue the efforts through a similar metric towards the reaching of specific goals. This is also a portion of an effort to engage more stakeholders in the LCAP process.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NOVA Academy - Coachella is the only school identified for this LEA in this LCAP.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The LEA integrates work from the Business Office, Administration, teaching staff, faculty, support staff, and input from the stakeholders of the school in the development of plans and programs.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school will monitor and evaluate the plan to support students and school improvement through the collection of data from benchmarks, state testing (such as the ELPAC), stakeholder feedback, internal audits, program effectiveness reviews, A-G Requirement completion, graduation and drop-out rates, college attendance percentages, teacher credentialing data, instructional material audits and alignments to the most current state standards, facility reviews (FIT), standards implementation reviews, EL proficiency progress, AP exams, EPA scores, course access reviews, attendance data, suspension and expulsion rates, as well as other internal and external data. This data will show where needs and areas of improvement are and what we are doing well.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The beginning of development for this LCAP started in the 2019-2020 school year.

Students were sent their Student Climate Survey through a Google Form sent to their school-provided email at the end of February. Normally the information would be gathered and then used by the middle of March, but schools were closed down due to COVID-19. The school ended up only gaining the results for 169 students, which is a little over 73% of the total student body. This is a great reduction from previous LCAP surveys sent to students. The survey was completely closed at the beginning of April 2020. The survey was sent out again in the 2020-2021 school year in March 2021 and had similar results. The school anticipates that in-person learning will increase overall scores and completion of the survey.

Parents and guardians were sent a Family-School Relationship Survey through a Google Form. This was completed in both English and in Spanish, since those are the home languages spoken by student families. The Form was accessible through an email sent through the Assistant Principal as well as through a link on the school's website. Normally, these surveys would be completed during end-of-the-year events, such as Parent-Teacher Conferences, Open House events, as well as Parent University events. However, due to closures from COVID-19 starting in March 2020, the surveys could not be given in the normal manner. Students, teachers, and staff encouraged and made contact with parents to ask them to participate. A minimal number of parents completed surveys in either English or Spanish. The survey was again introduced to families in the 2020-2021 school year through the school website and Parent University meetings and had similar results. The school anticipates that in-person events will increase overall scores and completion of the survey.

Teacher input was received through a Google Form for the Implementation of Standards Self-Reflection Tool. Normally this would be completed during a staff meeting, but the closure due to COVID-19 forced a change in plan. The staff has a Google Classroom set up for weekly meeting notes, PD and PLC documents, as well as addendums to policies and other information sent out through the year. This was done so that there was a single place to look for information coming from various sources. Additionally, this allowed teachers to access the Google Form from a distance and answer at their convenience.

During the 2020-2021 school year, the goals were finalized after the Student Climate Survey, the Family-School Relationship Survey, and the Implementation of Standards Self-Reflection Tool were again given to their respective stakeholder groups. While taking into consideration the results from the 2019-2020 data, the 2020-2021 data solidified the actions that went under the goals.

A summary of the feedback provided by specific stakeholder groups.

The 2019-2020 Student Climate Survey feedback indicates that students are overall positively inclined. Looking at the support for the academic learning climate portion of the survey, the students indicated at an 81-percentile level that there was a positive climate in academic learning. The knowledge and fairness of discipline, rules, and norms section of the survey indicated that students were 70% positive towards the school. There are three points that are concerning in that section, and those areas would be how students treat teachers, how students are treated when they break school rules, and the fairness of school rules. In the safety section of the survey, students indicated that they were 78% satisfied with the safety of the school, with 80% indicating that they have never experienced certain types of bullying behavior that

are common at this age level. In the school connectedness section of the survey, students indicated that they were 61% connected, much of which can be attributed to attitudes towards the school, and a large number of students choosing the middle option and sitting on the fence.

The 2020-2021 Student Climate Survey feedback indicates that students have a positive outlook on the school climate. The lowest scores in the survey were related to the prompts of “Students treat teachers with respect,” “the school rules are fair,” and “I feel close to people at this school,” with the average scores (out of 5) being 3.96, 3.94, and 3.54, respectively. Students in the Leadership class were asked about these results and for their opinion about why their fellow students made those choices. The Leadership students explained that there is sometimes a lack of consistency in rules being followed, or at least there is a perceived lack of consistency. Many of the students interviewed feel that the rules themselves are fair, but how consequences are handled needs to be consistent.

The 2019-2020 Family-School Relationship Survey feedback indicated that families were most concerned about safety, which is reflective of the concerns they faced with COVID-19 at the time of the survey. There are four sections to this survey. The first section, School Fit, is about how the students and the school fit together, and families indicated with a 97.96% satisfaction rate that they feel the school and their students fit well together. For the School Climate section reports a 97.96% satisfaction rate dealing with student relationships in peer-to-peer and peer-to-staff matters. The Grit section indicates an 89.28% positive notification indicating that there are some areas where students struggle in getting through difficult, or perceived difficult, areas in their academic lives; these become areas of focus for future student engagement. The last section is about School Safety, and indicated a 73.22% satisfaction rate. A handful of questions could be skewed to relate to COVID-19, which was causing the shutdown of schools during the time all of the participating families answered the survey (per timestamps for the responses received).

The 2020-2021 Family-School Relationship Survey feedback shows much of the same data as the previous year with concerns about COVID-19 still affecting many in the community.

The 2020-2021 Implementation of Standards Self-Reflection Tool feedback indicated that they rate the LEA’s efforts for overall implementation (including training and materials) at an average of 82% at the Initial Implementation, Full Implementation, and Full Implementation and Sustainability. The teachers then indicated the LEA’s progress in implementation of state academic standards in the areas of Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, and World Language standards. The scores averaged 61% for Initial Implementation, Full Implementation, and Full Implementation and Sustainability stages. Additionally, the teachers indicated that in the areas of identifying needs and providing support in multiple areas averaged 63% in the Initial Implementation, Full Implementation, and Full Implementation and Sustainability stages. The lower numbers can be attributed to the age of curriculum, new curriculum not being available for some subjects, and the Social Science and Science departments working to implement a new type of curriculum beginning in the 2019-2020 school year.

The 2020-2021 Implementation of Standards Self-Reflection Tool feedback indicates similar results. With the large number of teachers who are new to the campus, and many new to teaching as a whole, not much movement could be made in a perceptions based tool.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Student data that was concerning was the connection to the fairness of school rules and the consequences of breaking these rules and guidelines. The understanding that the students saw that some were caught in actions (such as dress code violations or behavior issues) whereas others were let go shows a need for consistency in identifying corrective actions and issues. When teachers hold students to

different standards of behaviors due to previous dealings with them or because they are more of a favorite than others can cause more issues than it can solve. Keeping consistency in classroom management and common practices influenced the creation of Actions 4.b and 4.d (respectively). Utilizing common practices in the classroom and through the school will mitigate the negative perceptions about fairness in the consequences of violating school rules and policies for all involved.

Parent data that was concerning was the parent focus on safety and how the data was skewed by COVID-19 concerns. However, many parents have expressed (through informal Parent University feedback) that they appreciate the steps taken during the pandemic to keep students, their families, and staff safe.

The Implementation of Standards Self-Reflection Tool feedback data that was concerning was the lack of growth. However, much of that can be attributed to the changeover of so many staff positions due to teachers changing career paths, retiring, or going another direction in their career goals. Many of the new teachers to campus are new to teaching as a whole, so they are seeing the need for growth in their own classrooms just as much as the rest of the school.

Goals and Actions

Goal 1

Goal #	Description
Goal 1	NOVA Academy will increase student proficiency and academic achievement for all students, as measured through internal data and state-level data in all subject areas. Using data from state-mandated testing (primarily CAASPP and ELPAC testing), subject-specific benchmarks, level-specific testing (i.e., AP tests), interim testing, as well as student grade results and growth, the school will work to analyze each student's current standing and work to help them through scaffolded supports to grow in their learning.

An explanation of why the LEA has developed this goal.

Students at this school have shown a need for growth in all areas of academics and proficiency. Using supports that help students starting at the level where they are at, the school works to bring them to where they should be based on their learning level, age level, and cognitive level. Then the school works to help the students get to where they can soar beyond.

Student success and increases in performance and achievement have always been significant goals for the school. With one of our core values being Academic Excellence, we believe that "Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and engagement." Focusing on student success in proficiency and achievement is part of that value.

This goal will measure outcomes related to the State and Local Priorities 4, 5, and 8 (Pupil Achievement, Pupil Engagement and Other Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard - A-G Completion Rate and Local Data - Subject Outcome	2020 Graduating Class All Students: 63% SES: 63% SPED: no reportable data - data group too small ELL: no reportable data - data group too				2024 Graduating Class All Students: 80% SES: 80% SPED: 80% ELL: 80% FY: 80%

	small FY: no reportable data - data group too small				
California Dashboard - CAASPP score reporting - ELA	2018-19 SBAC All Students: 68.9 points above standard SES: 65.3 points above standard SPED: no reportable data - data group too small ELL: no reportable data - data group too small FY: no reportable data - data group too small				All Students: 75 points above standard SES: 70 points above standard SPED: 60 points above standard ELL: 70 points above standard FY: 70 points above standard
California Dashboard - CAASPP score reporting - Math	All Students: 44.1 points below standard SES: 45.1 points below standard SPED: no reportable data - data group too small ELL: no reportable data - data group too small FY: no reportable data - data group too small				All Students: 10 points below standard SES: 15 points below standard SPED: 15 points below standard ELL: 15 points below standard FY: 10 points below standard
California Dashboard - CAASPP score reporting - Science	All Students: no reportable data given for 2018-2019 or 2019- 2020				Matching State Level Data

	<p>SES: no reportable data given for 2018-2019 or 2019-2020</p> <p>SPED: no reportable data given for 2018-2019 or 2019-2020</p> <p>ELL: no reportable data given for 2018-2019 or 2019-2020</p> <p>FY: no reportable data given for 2018-2019 or 2019-2020</p>				
California Dashboard - College/ Career Indicator	<p>2018-2019</p> <p>All students: 42.5%</p> <p>SES: 43.6%</p> <p>SPED: no reportable data - data group too small</p> <p>ELL: no reportable data - data group too small</p> <p>FY: no reportable data - data group too small</p>				<p>All Students: 80%</p> <p>SES: 80%</p> <p>SPED: 75%</p> <p>ELL: 75%</p> <p>FY: 80%</p>
California Dashboard - English Learner Progress	<p>2018-2019</p> <p>ELL: 66.7% making progress towards English language proficiency</p>				<p>Increase to 80% making progress</p>
California Dashboard - Graduation Rate	<p>All Students: 97.5% graduated</p> <p>SES: 97.4% graduated</p> <p>SPED: no reportable</p>				<p>All Students: 99%</p> <p>SES: 99%</p> <p>SPED: 99%</p> <p>ELL: 99%</p>

	<p>data - data group too small ELL: no reportable data - data group too small FY: no reportable data - data group too small</p>				FY: 99%
Dashboard - College and Career Readiness Indicator	<p>Percentage Prepared All Students: 65.2% SES: 66.7%</p> <p>Approaching Prepared All Students: 26.1% SES: 24.4%</p> <p>Percentage Not Prepared All Students: 8.7% SES: 8.9%</p> <p>SPED: no reportable data - data group too small ELL: no reportable data - data group too small FY: no reportable data - data group too small</p>				<p>Percentage Prepared All Students: 80% SES: 85%</p> <p>SPED: 75% ELL: 75% FY: 80%</p>
DataQuest - % of pupils that pass AP exams with a score of 3 or higher	<p>2019-2020 82.14%</p>				Increase to 95%

DataQuest - Drop Out Rate - High School	2016-2017 Adjusted Grade 12 Dropouts: 2 Annual Adjusted Grade 9-12 Dropout Rate: 0.9%				Decrease to .5%
DataQuest - EL Reclassification	2019-220 Students Redesignated FEP: 9.4%				Increase to 20% Students Redesignated FEP
DataQuest - Pupils Prepared for College - CCI Level for Student Groups	2019 Percentage Prepared: 42.5% Percentage Approaching Prepared: 50% Percentage Not Prepared: 7.5% Of those Prepared, 100% were Hispanic and SES				Percentage Prepared: 70% Percentage Approaching Prepared: 30% Percentage Not Prepared: 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.a	College Bound	<p>Preparing for College and Career</p> <ul style="list-style-type: none"> Audits of student transcripts will be completed yearly, with Family teachers assisting in College Pathways training and understanding. Students who are not meeting A-G requirements will be encouraged to retake classes to meet these requirements above and beyond standard graduation requirements. Counselor (s) will give special attention to students transferring in from other 	\$55,806	Y

		<p>schools, so the counselor(s) know which students need a little more attention in this area.</p> <p>College Opportunities/ College Bound 101</p> <ul style="list-style-type: none"> Students who meet the specified GPA threshold for participation in classes (based on the partnering college's guidelines) will be allowed to take college classes beginning as early as their second semester of 9th grade. Students will have access to courses online, on the college campus, or at NOVA Academy, with NOVA teachers facilitating or teaching the classes (based on partner college's guidelines and rules). This can include, but is not limited to, students who otherwise qualify for A-G completion also taking part in a College 101 style course through a local college to get them ready for the next step and future college applications. <p>AP Classes</p> <ul style="list-style-type: none"> Students will be able to take AP classes (available per teacher authorization and specialization). Students are recommended and request for the class and will be given support for testing, including technology support for tests that require a speaking and listening portion for completion. Students of all groups are eligible to take these classes, similar to the college course program. 		
1.b	Restorative Justice Practices	<p>Restorative Circles</p> <ul style="list-style-type: none"> Teachers, administration, and counseling staff members will participate in Restorative Circles for students facing or returning from suspensions. The purpose of the RCs is to bring all stakeholders in the student's education together as a team to work with the student, their family, and the larger NOVA family to make sure students are in the classroom as much as possible. When students are out of the classroom, they lose valuable learning time and disconnect from their teachers and peers. Therefore, keeping students at the school as much as possible provides the best outcomes for students. Students who know the staff cares for their well-being and academics will help them see 	\$0	N

		<p>the importance of being in class more often and with more minor issues that lead to suspension.</p> <p>Senior Intervention Circle</p> <ul style="list-style-type: none"> The Senior Intervention Circle is used when students in the Senior Seminar classes have not completed their portfolios in preparation for the Senior Exit Interviews, are failing any number of classes, or are showing signs that they might not be eligible to earn a diploma. Students meet with a panel of teachers, administration, and other support staff members to discuss reasons for their behaviors and how they need support in completing the goal of graduation. <p>Mediation</p> <ul style="list-style-type: none"> When students have interpersonal conflicts, they will need mediation. Mediation is used in the event of students have an issue with multiple people involved. Seating charts, sharing, and other activities designed to help generate empathy towards others are encouraged. Further steps take place if mediation fails. The idea of mediation is to keep students from escalating any situation by taking care of their terms and providing a safe space to come to agreements. The idea is not to make everyone friends, but to learn in the same area as others, no matter their disagreements. 		
1.c	Seminars	<p>Freshman Seminar and Senior Seminar</p> <ul style="list-style-type: none"> Students will begin their time with NOVA Academy in Freshman Seminar by understanding the importance of doing well in 9th grade and high school and how it can affect their future careers and high education options. Students will end their time with NOVA Academy in Senior Seminar where they will compile a learning portfolio using skills for future college and career opportunities (such as how to write a resume and how to write a cover letter) and will end the class with an Exit Interview process with various levels of stakeholders from the school and the local community. 	\$83,590	Y
1.d	Summer inNOVAtion Institute	Summer inNOVAtion Institute	\$37,500	Y

		<ul style="list-style-type: none"> • The Summer inNOVation program will take place over one or two weeks, depending on when summer school takes place and 8th grade ends for the district schools. It will introduce incoming freshmen students to the Vision and Mission of NOVA Academy and provide them with early connections to teachers, administrators, peers, and upper-level students. This time will include placement testing, conversations about the school’s program, and encouragement to start on the best foot possible in high school. • This will use data from student surveys, focus groups, and subject grade outcomes during the following year, among other metrics. Students also begin to learn common NOVA practices that they will face each day in the classroom. During each Summer inNOVation Institute, activities can vary greatly depending on the staff member running the program that year. However, common events are creating tie-dye t-shirts, trips to a local college or university campus, and fun activities with their classmates and staff. <p>NOVA Academy Visitor’s Faire</p> <ul style="list-style-type: none"> • The school will invite students in the local 8th-grade classes to a Visitor’s Faire to learn more about the school. Students will be able to come onto the campus and participate in games and fun learning experiences in a carnival-type manner. This will also work as an open-house-style event where the school can share information about the school, its mission and vision for students, and current students’ progress and successes with the local community members. 		
<p>1.e</p>	<p>Testing Supports</p>	<p>Test Like a Champion</p> <ul style="list-style-type: none"> • Test Like a Champion will take place during both semesters. It will consist of after-school sessions for all grade levels in all areas of study and optional weekend events for 11th-grade students. Students will learn skills needed for all subject sections of CAASPP testing. There is a focus on supporting the information they have already learned and putting it to work during fun activities that cause them to access it. Encouraging students in the SPED and EL groups to join in on these sessions 	<p>\$15,627</p>	<p>Y</p>

		<p>will allow students in these groups to interact with their peers and encourage their growth through learning in another format. This also allows them to use the knowledge and skills they already possess in a manner that connects to their past, present, and future, allowing for better recall of information and solidifying their learning. Test Like a Champion's idea is that students have the skills needed to succeed on the test, but the knowledge that is not used is not kept. The program will help students better access their already known information.</p> <p>Eagle Assist</p> <ul style="list-style-type: none"> • Preparing students for testing will include paying for AP and PSAT testing and implementing interim testing for the CAASPP. Students will learn through Senior Seminar and Freshman Seminar, and Family classes how to better focus on their test and complete social-emotional procedures to help themselves during the stress of testing. <p>School-Wide Programs</p> <ul style="list-style-type: none"> • Interactive Presentation programs and vocabulary/ grammar programs assist students in interactive learning. Other programs will be available based on teacher suggestions, student request, and best practices. 		
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Elements from this goal were seen in the previous LCAP through Goals

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table

Goal

Goal #	Description
Goal 2	NOVA Academy will increase stakeholder engagement through multiple actions, such as surveys, focus groups, community events, Parent University, and student attendance, increasing student and family satisfaction when stakeholder input is put to use.

An explanation of why the LEA has developed this goal.

Stakeholder engagement connects to two of our values, Family and The Whole Child.

Family, "NOVA faculty and staff believe in creating a friendly, family environment to help ensure every student feels a sense of belonging and personal support. Students even participate in a class called "Family," which other schools have replicated."

The Whole Child, "A holistic approach to education centers on the development of each student's social, emotional, intellectual, and physical well-being."

By connecting to the school's various stakeholders, the students are served through Family's idea since it becomes its own family. We are NOVA eagles, and together we will soar. Through Family and stakeholder connections, we nurture the Whole Child in their engagement with others.

This goal will measure outcomes related to State and Local Priorities 3 and 5 (Parent Involvement and Pupil Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23

DataQuest/ California Dashboard - Chronic Absence Indicator	All Students: 13% SES: 13.2% SPED: 0% ELL: 7.7% FY: no reportable data				Decrease All Students: 10% SES: 10% ELL: 5% FY: no reportable data
AND Local Data - Attendance Rate	FY: no reportable data				Maintain SPED: 0%
Local Dashboard - Local Climate Survey	Standard Met				Maintain Standard Met
Local Dashboard - Parent University Feedback - Parent Input	2019-2020 50% of parents/ families giving feedback 2020-2021 5% of parents/ families giving feedback				Increase to 60% of parents/ families giving feedback
Local Dashboard - PU Participation - Parent Participation for Unduplicated Pupils (UPs)	2019-2020 20% of parents/ families participating 2020-2021 5% of parents/ families participating				Increase to 40% of parents/ families participating
Local Data - Family-School Relationship Survey - Parent Input	2019-2018 73.22% Satisfaction Rate				Increase to 90% Satisfaction Rate
Local Data - Parent and Family Engagement	Standard Met				Maintain Standard Met

Local Data - Parent Participation in Parent Council	2020-2021 5% of parents/ families participating				Increase to 30% of parents/ families participating
Local Data - Student Climate Survey	2019-2018 81% Satisfaction Rate				Increase to 95% Satisfaction Rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Attendance	<p>Reduction of Chronic Absenteeism</p> <ul style="list-style-type: none"> Reducing the Chronic Absenteeism rate for students helps them by giving them access to learning in real-time rather than making up more learning from when they were absent. Connections with families will help to begin bringing students to campus more often. Additionally, the counseling team will help by working with parents to determine appropriate measures at home to help with student attendance. Looking at each student's individual needs and reasons for their lack of attendance, the counseling team will work with Family teachers and other staff members to determine the next steps in encouraging student attendance and how to deal with chronic absences. The counseling team and the administration will also look into further supports and resources that families and students might need in this area. <p>Student Attendance</p> <ul style="list-style-type: none"> Students will be encouraged to attend as much school as possible. Based on the attendance rate from previous years, students are falling into patterns of non-attendance or tardiness. To combat this, the school will find a program that fits their students and encourages parents and guardians to make sure students are attending as many classes as possible for better learning. 	\$7,500	Y
2.b	Building Positive Relationships	Family-School Relationship Survey	\$13,647	Y

		<ul style="list-style-type: none"> The school will present parents and guardians with a satisfaction survey called the “Family-School Relationship Survey” once a year during the spring semester. This will connect parents and guardians to the school to be changed, created, or reduced for the students’ best benefit based on continuous data. <p>Student Climate Survey</p> <ul style="list-style-type: none"> The school administration will provide students with a campus culture and safety-based survey, the “Student Climate Survey,” where they will be able to voice concerns and make issues known quantitatively. Additional qualitative information can be gathered through but is not limited to focus group meetings, longer answer surveys, and student forums. 		
2.c	Parent University	Parents and Guardians will be offered opportunities to attend monthly Parent University sessions throughout the school year. Meetings can include but are not limited to having guest speakers, food, awards and certificates, college fair presentations, and information based on student activities and behaviors (such as special sessions for parents of 12th-grade students to learn about the FAFSA and college applications).	\$81,305	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
Goal 3	NOVA Academy will provide basic services for all students, including standards-aligned materials needed to learn, highly qualified staff, learning supports for students at risk, and unduplicated-student sub-groups (Special Education, ELL, Foster Youth, Low SES), and supports based on program needs (technology and other physical materials).

An explanation of why the LEA has developed this goal.

Basic Services for all students will allow for connection to the school’s value of The Whole Child.

The Whole Child, “A holistic approach to education centers on the development of each student’s social, emotional, intellectual, and physical well-being.”

Students at all levels and from all walks of life deserve an equitable distribution of resources. Per decisions stemming from *Williams v. State of California*, all students should have equal and equitable access to instructional materials, facilities, qualified staff, and appropriate supports.

This goal will measure outcomes as related to State and Local Priorities 1, 2, and 7 (Basic, Implementation of State Standards, and Course Access).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Local Dashboard - Academic Standards Alignment (CCSS and	Standard Met				Maintain Standard Met

State)					
Local Dashboard - Access to a Broad Course of Study	Standard Met				Maintain Standard Met
Local Dashboard - Basics: Teachers, Instructional Materials, Facilities	Standard Met				Maintain Standard Met
Local Dashboard - Implementation of Academic Standards	Standard Met				Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
3.a	Academic Support	<p>Academic Recovery and Support Classes Options</p> <ul style="list-style-type: none"> The school will provide support classes in English Language Arts (ELD and Critical Reading) and Math (Math Support) for students struggling in these subjects. The curriculum will be provided as standards and student progress, and needs indicate. Additionally, students will have access to the Academic Improvement Plan and the staff member(s) in charge of the program, specifically the Academic Support Specialist. Credit Recovery students who are credit deficient will have access to recovery programs such as, but not limited to, APEX, Pearson Classroom, HMH Online, and seasonal Intercessions (as needed). Action specifics will include student access to support class teachers through office hours, training for the support class teachers, rigorous curriculum, teacher training on remediation and review for complex concepts, and how remediation and assessment can be completed in class. <p>LINK and Tutorial Program</p> <ul style="list-style-type: none"> The LINK and Tutorial program will allow students who are struggling to participate in LINK classes with subject area 	\$350,100	Y

		<p>teachers, peer tutors, and more access to resources and enrichment for those seeing success in all of their courses through the Tutorial part of the program. Teachers will offer 6-week cycles of Tutorial where they provide new learning opportunities for students to enhance life skills, focus on a pet project, or learn something they would have never tried before. LINK affords students the chance for remediation and recovery in their coursework.</p>		
3.b	Curriculum	<p>Course Standards Alignment and Implementation</p> <ul style="list-style-type: none"> Through their alignment to UCOP standards and the Curriculum Maps, all courses will show that they are aligned to all state and federal standards. This will include, but not be limited to CCSS alignment and implementation for Mathematics and English Language Arts; alignment and implementation of California State Standards for Social Science, Visual and Performing Arts, Physical Education, Foreign Language Studies, and all Electives courses; CCSS Literacy Standards alignment and implementation in all classes; ELD Standards alignment and implementation in all classes; and NGSS alignment and implementation for all Science courses. <p>Materials for All Students</p> <ul style="list-style-type: none"> The school will provide students with all of the materials that they need, such as, but not limited to, textbooks, in-class technology, an email address, internet access while on campus and using school devices and assistive technology where applicable. This will also include the training of the school’s staff in these areas. The school will identify additional materials based on program offerings, changes, and advancements. 	\$155,594	Y
3.c	EL Supports	<p>Students classified as English language learners will be provided with supports to ensure their growth and reclassification. This will include but is not limited to English language development support classes, critical reading support classes, curriculum for designated support classes, school-wide teacher training on English language development standards, school-wide training on EL strategies to use in the classroom,</p>	\$6,824	Y

		specialized parent universities to help parents understand how best to help their students at home, and training for support class teacher specialization. This can also include training on ELD standards integration through all curriculum areas.		
3.d	Highly Qualified Teachers/ Staff	All teachers and staff will be highly qualified and have the credentials and certifications needed to conduct their contracted duties. This includes, but is not limited to, single-subject teachers teaching in their subject area. All other staff will have the proper training for their project programs.	\$26,756	Y
3.e	SPED/ 504 Supports	<p>SPED Services</p> <ul style="list-style-type: none"> Students who qualify for special education services will be provided with the support they need through an inclusion process. This includes, but is not limited to, adaptive technology and accessibility features on the technology used within the classroom setting, individual supports, verification of accommodations being met, and annual reviews. The administration and the SPED team will consider teacher training, attendance at conferences focusing on students with special needs in the integrated classroom, and training on best practices. <p>SPED and 504 Accommodations</p> <ul style="list-style-type: none"> Staff will be trained on how to read IEPs and 504 plans, their responsibilities in the classroom, and things like, but not limited to, homework, accommodations on classwork, seating arrangements, and assistive technology. An at-a-glance document will be given to each teacher for each student that they have connections to who have either an IEP or a 504 to ask questions about supports and write down how those supports specifically look in their classroom. Binders with the full at-a-glance for the IEPs and the accommodations listed for the 504s will be given to teachers with new pages being updated during the next staff meeting after each IEP meeting, or 504 re-evaluations are completed. Training and working with specialists and support providers help teachers better understand the students' needs in their 	\$0	N

		<p>classrooms. Further staff PD discussions and training on best practices that support the students in these programs are also critical.</p> <p>504 Supports</p> <ul style="list-style-type: none"> Students who qualify for 504 plans will be provided the supports they need within their classrooms and through resources sent home. This includes, but is not limited to, adaptive technology and accessibility features on their technology used in class, individualized communication and attention from identified staff members, and annual reviews of the 504. 		
3.f	Technology Supports	<p>General Support</p> <ul style="list-style-type: none"> Teachers, administration, and support staff will work with students in common areas of need, mainly focusing on 9th-grade level teachers (Family, English 9, Freshman Seminar, Physical Education, Biology) to help students learn the technology will be using in their learning. This means helping students learn how to use G Suite tools, apps, Google Classroom, and materials support and write an appropriate email. <p>Student Ambassadors</p> <ul style="list-style-type: none"> Creating a Student Ambassador program will allow peer-teaching and provide an outlet for the more technology-savvy students to help in the classroom. This also allows for learning appropriate technology usage and processes, thereby reducing suspension rates, classroom interruptions, and plagiarism. 	Expenses Included in 3.b	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 4

Goal #	Description
Goal 4	NOVA Academy will maintain a healthy and safe learning environment for all students by focusing on keeping students in class as much as possible by strengthening classroom management, reducing suspensions, increasing a sense of safety, and focusing on student Social-Emotional Learning.

An explanation of why the LEA has developed this goal.

This goal is connected to the Whole Child value and the Academic Excellence and Compassion values, students safety, health, and overall wellness in a vital area for focus.

The Whole Child, “A holistic approach to education centers on the development of each student’s social, emotional, intellectual, and physical well-being.”

Academic Excellence, “Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and engagement.”

Compassion, “Seeing through the lens of compassion gives hope, builds bridges, and develops a community of caring individuals.”

Focusing on these areas will allow NOVA Academy to reach all students and help them succeed no matter where they are in society or their home life.

This goal will measure outcomes related to State and Local Priorities 1 and 6 (Basic and School Climate).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
California Dashboard - Suspension Rate	All Students: 6.7% suspended at least once SES: 6.5% suspended at least once SPED: no reportable data - data group too small ELL: no reportable data - data group too small FY: no reportable data - data group too small				Decrease All students: 4% SES: 4% Maintain low percentages for SPED, ELL, and FY
DataQuest - Expulsion Rate	2019-2020 All Students: 0 SES: 0 SPED: 0 ELL: 0 FY: 0				Maintain for all students
Local Dashboard - CDE FIT Document - School Facilities	Overall Rating: GOOD				Maintain Overall Rating: GOOD

Actions

Action #	Title	Description	Total Funds	Contributing
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4.a	Family Class	<p>Students are assigned to a Family unit when they first enroll, whether they are transferring from another school or starting with NOVA in the 9th grade. Students stay in these groups as long as they are enrolled in the school. Students do not change Family classes beyond infrequent and specific circumstances. This is following the idea that you cannot choose your relations. Still, you can decide how you handle those relationships. Family class is a critical component of the NOVA program. These Family classes as student-centered environments encourage students' academic growth and interpersonal skills, empathy, compassion for others, and other social-emotional related skills. Many students have stayed connected to their Family teachers and their peers in their Family group many years after they have graduated. This has increased the number of siblings and cousins who have decided to attend the school in subsequent years. This further connects students to the school, allowing them to feel belonging and community and succeed in their academics. The Family class is designed to help students learn through non cognitive experiences and factors that matter for their school performance but are not specifically academic. Focuses for this are: becoming an independent, self-directed learner, building an identity as a college student, regulating one's behavior, managing a complex schedule and workload, adapting to new social environments, navigating the norms and expectations of college life, setting realistic goals, advocating for oneself, persevering in the face of challenges, believing that hard work will pay off, the ability to build lasting relationships, awareness of potential opportunities.</p>	\$122,088	Y
4.b	Positive Learning Environments	<p>Classroom Management Training</p> <ul style="list-style-type: none"> Keeping students in the classroom as much as possible means that they will learn more. When students are supported through effective classroom management and given more time to learn, they will perform better in their lives. Supporting teachers in their classrooms will include training on campus-wide expectations and procedures for dealing with everyday issues with students and administrative support effective teaching practices in the school. <p>Common Practices</p> <ul style="list-style-type: none"> Using John Hattie's concepts in his meta analysis of Visible Learning, all staff levels will work on common practices to create 	\$0	N

		<p>a sense of belonging and a sense of routine, which is needed for all levels of students. The school will also implement concepts from the Doug Lemov book Teach Like a Champion. These common practices will create a set standard of behavior in classes campus-wide, leading to better behaviors, fewer interruptions of learning, and a better learning environment.</p>		
4.c	Student Safety	<p>Student Wellness Committee</p> <ul style="list-style-type: none"> Comprising teachers, staff, students, parents/guardians, and community members, a Student Wellness Committee shall be formed and meet quarterly to identify concerns and issues regarding student wellness. This includes, but is not limited to, the determination of student mental health supports that can be offered and informing others about the connection between mental health and achievement. <p>Increase Student Safety and Feelings of Safety</p> <ul style="list-style-type: none"> Using data from the Student Climate Survey's safety portion, the school will determine steps to take that will help students in their feelings of safety. This may include, but is not limited to, the changing of gate procedures, security guard protocols, better training of students and staff for emergency issues, and increased functionality of the security camera system during the school day. <p>Digital Safety</p> <ul style="list-style-type: none"> Use of the program GoGuardian (or similar based on current contract availability) will allow for staff members to be aware of student internet usage, as well as provide support and information to concerned parents. The specific use of GoGuardian Beacon allows for suicide, self-harm, and harm-to-other prevention by notifying a list of personnel of students at risk for harm. Student technology use requires good digital citizenship, which will require learning for what good digital citizenship means. 	\$96,621	Y
4.d	Suspension and Expulsion Rates	Maintain/ Decrease Suspension Rate	\$0	N

		<ul style="list-style-type: none"> • The school will maintain a low suspension rate (under 10%) or work to lower the suspension rate from the previous years (over 10%). This will take place through Restorative Justice Practices (RJP). Additionally, the administrative team will provide teachers with training to learn how to implement the RJP and improve their classroom management skills. Hence, students stay in class more and are more engaged, thereby decreasing the suspension rate. <p>Maintain/ Decrease Expulsion Rate</p> <ul style="list-style-type: none"> • The school will work to maintain a low expulsion rate (under 10%) or work to lower the expulsion rate from the previous years (over 10%). This will take place through Restorative Justice Practices (RJP). Additionally, the administrative team will provide teachers with training to learn how to implement the RJP and improve their classroom management skills. Hence, students stay in class more and are more engaged, thereby decreasing the expulsion rate. 		
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students LCAP Year: 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
100%	\$873,059

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP. All services are provided on a schoolwide basis due to the 90%+ unduplicated pupil population.

Foster Youth are seeing an increase in services through additional support through Parent University offerings and the continuation and improvement of programs such as LINK, Tutorial, and Academic Intervention Plans.

ELL students are seeing an increase in services through ELD courses that will continue to be offered that meet the levels of our EL students with a targeted growth in curriculum offerings for these learners. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs. Changes include an increase in the number of options available for training and the level of ELD standard integration in all other classes. Support will also be offered for our RFEP students who may continue to struggle slightly in ELA courses despite their redesignation. Courses such as critical reading and writing supports will assist them in their academic growth within ELA.

Most of the students in the school are from low-income homes (95.7% per the 2020 California Dashboard). They will be the group benefitting the most from the increased services and offerings for academics and other areas.

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

Foster Youth are seeing an increase in services through additional support through Parent University offerings and the continuation and improvement of programs such as LINK, Tutorial, and Academic Intervention Plans.

ELL students are seeing an increase in services through ELD courses that will continue to be offered that meet the levels of our EL students with a targeted growth in curriculum offerings for these learners. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs. Changes include an increase in the number of options available for training and the level of ELD standard integration in all other classes. Support will also be offered for our RFEP students who may continue to struggle slightly in ELA courses despite their redesignation. Courses such as critical reading and writing supports will assist them in their academic growth within ELA.

Most of the students in the school are from low-income homes (95.7% per the 2020 California Dashboard). They will be the group benefitting the most from the increased services and offerings for academics and other areas.

All students will benefit from an increase in parent involvement and parent learning opportunities. The LEA will provide an increased amount of parent involvement opportunities and is taking steps to reinforce positive behavior intervention systems as well as restorative justice practices. This will also include options for parents to learn ways to help their students in areas other than academics, such as attendance and behavior since those ultimately affect the academic success of their students.

Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.			

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 936,194	\$ -	\$ -	\$ 116,763	1,052,957	\$ 735,788	\$ 317,169

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	a	College Bound	All	\$ 38,994			\$ 16,811	\$ 55,805
1	b	Restorative Justice Practices	All	\$ -			\$ -	\$ -
1	c	Seminars	All	\$ 69,279			\$ 14,311	\$ 83,590
1	d	Summer InNOVAtion Institute	All	\$ 37,500			\$ -	\$ 37,500
1	e	Testing Supports	All	\$ 15,627			\$ -	\$ 15,627
2	a	Attendance	All	\$ -			\$ 7,500	\$ 7,500
2	b	Building Positive Relationships	All	\$ 13,647			\$ -	\$ 13,647
2	c	Parent University	All	\$ 81,305			\$ -	\$ 81,305
3	a	Academic Support	All	\$ 307,166			\$ 42,934	\$ 350,100
3	b	Curriculum	All	\$ 155,594			\$ -	\$ 155,594
3	c	EL Supports	All	\$ 6,824			\$ -	\$ 6,824
3	d	Highly Qualified Teachers/Staff	All	\$ 15,401			\$ 11,355	\$ 26,756
3	e	SPED/504 Supports	All	\$ -			\$ -	\$ -
3	f	Technology Supports	All	\$ -			\$ -	\$ -
4	a	Family Class	All	\$ 122,088			\$ -	\$ 122,088
4	b	Positive Learning Environments	All	\$ -			\$ -	\$ -
4	c	Student Safety	All	\$ 72,769			\$ 23,852	\$ 96,621
4	d	Suspension and Expulsion Rates	All	\$ -			\$ -	\$ -
							\$ -	\$ -
							\$ -	\$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 936,194	\$ 1,052,957
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 936,194	\$ 1,052,957

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	a	College Bound	Schoolwide	All	All	\$ 38,994	\$ 55,805
1	c	Seminars	Schoolwide	All	All	\$ 69,279	\$ 83,590
1	d	Summer InNOVation Institute	Schoolwide	All	All	\$ 37,500	\$ 37,500
1	e	Testing Supports	Schoolwide	All	All	\$ 15,627	\$ 15,627
2	a	Attendance	Schoolwide	All	All	\$ -	\$ 7,500
2	b	Building Positive Relationships	Schoolwide	All	All	\$ 13,647	\$ 13,647
2	c	Parent University	Schoolwide	All	All	\$ 81,305	\$ 81,305
3	a	Academic Support	Schoolwide	All	All	\$ 307,166	\$ 350,100
3	b	Curriculum	Schoolwide	All	All	\$ 155,594	\$ 155,594
3	c	EL Supports	Schoolwide	All	All	\$ 6,824	\$ 6,824
3	d	Highly Qualified Teachers/Staff	Schoolwide	All	All	\$ 15,401	\$ 26,756
3	e	SPED/504 Supports	Schoolwide		All	\$ -	\$ -
3	f	Technology Supports	Schoolwide		All	\$ -	\$ -
4	a	Family Class	Schoolwide	All	All	\$ 122,088	\$ 122,088
4	b	Positive Learning Environments	Schoolwide		All	\$ -	\$ -
4	c	Student Safety	Schoolwide	All	All	\$ 72,769	\$ 96,621
4	d	Suspension and Expulsion Rates	Schoolwide		All	\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -
						\$ -	\$ -