

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.

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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.

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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

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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.

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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

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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.

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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 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.

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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.

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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

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

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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.

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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

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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.

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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.

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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.

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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>	<p>\$68,808</p>	<p>\$116,380</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.

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.