

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 |
|--|--------------------------------|--|
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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 Science department is prepared to transition to Next Generation Science Standards and expects full implementation by the 21-22 school year.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations increasing as shown by the 2018-2019 CAASPP scores. | State testing was suspended in 2020 due to COVID-19. Therefore, there is no state assessment that can show an increase. 2019 Data: • ELA Overall CAASPP scores decreased from 2018 to 2019 by |

4.0% of students who met or exceeded state standards. (Goal not Met)

- Math Overall increased from 2018 CAASPP scores to 2019 by 5.0% of students who met or exceeded state standards. (Goal Met)

Among ELs, 48.8% were redesignated as Fluent English Proficient and average growth on the CELDT among all ELs was 0.97, nearly one band per student in 2018. (2019 data not available)

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.

| Planned Action/Service | Actual Action/Service | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>Actions and services include Freshmen and Junior Seminar courses; Changing the focus of Junior Seminar to math and English skill acquisition, PSAT testing for all 9th, 10th, and 11th grade students, ELD and ELPAC specific professional development for teaching staff; implementation of CAASPP Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations, AP classes. Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all CAASPP, online college courses, Next Generation Science Standards, and Common Core implementation and instructional needs. Increase in expenses</p> | <p>The focus of Junior Seminar is now on preparation for the SAT. PSAT testing is optional for 9th, 10th, and 12th grade students. The COVID-19 pandemic impeded the implementation of professional development and CAASPP interim testing. Individualized academic support for English learners, students with special needs, and those studying for AP exams was provided during LINK (academic intervention). A robust expansion of our technology capabilities accompanied the move to distance learning in March 2019.</p> | <p>\$962,621</p> | <p>\$945,404</p> |

| | | | |
|---|--|--|--|
| <p>due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation. Actions and services will include purchase of core subject curriculum and other supplemental curriculum; purchase and implementation of data and assessment management system; and teacher training. Actions and services include teacher training for AP, purchase of textbooks and supplementary materials, cost of review sessions and tests for those unable to pay for exams.</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.

NOVA Academy was able to adjust the focus of Junior Seminar to include SAT preparation. The PSAT is available for 9th, 10th, and 11th grade students, but not required. Individualized academic support for English learners, students with special needs, and those studying for AP exams was provided during LINK (academic intervention). Professional development plans were impeded by the onset of the COVID-19 pandemic in March 2019. However, the move to distance learning accelerated the implementation of technology upgrades.

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

2020 data is not available due to the COVID-19 pandemic.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 1; Action/Services expenditures decreased slightly from the budgeted amounts. 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 enrollment exceeded actual enrollment; and estimated revenues per the FCMAT calculator in June 2019 exceeded actual revenues for the year by \$68,236 and the expenses were adjusted accordingly.

The estimated Actual Expenditures for Goal 1 equal \$945,404 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.

Progress toward this goal was not made in the prior year. School Site Council recommends a revision of this goal for 2021-24 to reflect disaggregated data from multiple sources, including interim assessments, for our target populations.

Goal 2

By Spring 2019, 15% of all families will participate in two or more parent outreach events, including Open House, Back to School Night, parent committees, or information meetings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| By Spring 2019, 15% of all families will have attended two or more parent events. | NOVA exceeded the goal by the target date. 113 families (out of 381 families in LEA) attended two or more parent events, which is 29.6%. Data was not collected in 2020 due to the COVID-19 pandemic. |

Actions / Services

| Planned Action/Service | Actual Action/Service | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>Actions and services will include monthly “Parent University” meetings which may include but not be limited to: translation, guest speakers, food, awards and certificates; implementation of college fair; Director of Family Engagement & Community Involvement</p> | <p>“Parent University” meetings were held and included food and informative presentations. Other engagement events included PAC, AIP, Senior Parent Night, and Grade Level Registration meetings. Summer InNOVation Parent orientation program was added in 2020.</p> <p>NOVA hired a full-time Director of Family & Community Engagement</p> | <p>\$82,743</p> | <p>\$61,576</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.

Prior to the COVID-19 pandemic, “Parent University” meetings were held in person and included food and presentations. Also held were PAC, Academic Improvement Plan (AIP), Grade Level Registration Night and Senior Parent Night. Annual individual counseling meetings were initiated during the 19-20 school year. The Family Engagement & Community Involvement was hired in the Spring of 2020 and participated in a number of these events. Parent engagement activities continued virtually during Spring 2020.

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

Data was not collected during the Spring of 2020 due to the COVID-19 pandemic.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 2; Action/Services expenditures decreased slightly from the budgeted amounts. 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 enrollment exceeded actual enrollment; and estimated revenues per the FCMAT calculator in June 2019 exceeded actual revenues for the year by \$68,236 and the expenses were adjusted accordingly.

The estimated Actual Expenditures for Goal 2 equal \$61,576 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA still spent 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.

For the 2021-24 goals, Goal 2 will be set at 25%. There is an ongoing plan to vary the type of programming offered during Parent University events to increase parental involvement and input.

Goal 3

NOVA Academy will attain a 90% overall satisfaction rate, 90% school safety satisfaction rate, and 60% satisfaction rate regarding the school wide nutrition program.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,8

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| By Spring 2019, parent and student surveys will maintain a 90% overall satisfaction rate, maintain a 90% school safety satisfaction rate, and | No data was collected in 2020 due to the COVID-19 pandemic. |

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| demonstrate a 60% satisfaction rate regarding the school wide nutrition program | 2019 Data: Overall Satisfaction Rate: 90.0% (goal met). School Safety Satisfaction Rate: 89.8% (not met by 0.2%) School Wide Nutrition Program Satisfaction Rate among parents and students averaged at 63.7%, exceeding the goal by 3.7% Among students, the satisfaction rate was 49.5%, indicating a decrease of 1.1% from the prior year. Parents reported a 77.8% satisfaction rate with the meal program. |
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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.

| Planned Action/Service | Actual Action/Service | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| <p>Actions and services will include continued development and implementation of parent and student survey, safe campus program and development of positive school culture. Actions and services include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition which is linked to student performance. Increase physical safety measures around the campus. Foster a positive school culture, including teacher-student interaction in the classroom.</p> | <p>In 2019, a single survey reflecting multiple areas for feedback was provided to parents. A similar survey with student-centered questions was provided to all students. Response rate was not measured. The survey did not go out in 2020 due to the COVID-19 pandemic. Security fence and gate were added on the Ross street side of the school. Security cameras allowed the school to review areas of concern. The Safety Committee met monthly to review and update the school's emergency plans and prepare with drills. SAPD put on an active shooter training during Professional Development before the start of the school year. A second defibrillator was obtained in May 2018 at no cost to the school and was mounted on the 2nd floor during the summer.</p> | \$366,980 | \$305,046 |

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 actions and services implemented included continued development and implementation of parent and student surveys. In 2019, surveys were shared with parents at parent meetings and paper copies of surveys were passed out to all students to take home to their parents. Loop calls were made and parents who stopped by the office were asked to complete surveys. Students completed the student survey in Family class via Google Forms. Efforts for development of positive school culture included school activities, ASB events, school assemblies, a March Madness basketball program, and opportunity drawings for school wide Positive Behavior Intervention System as well as Family weekly attendance incentives. Our new building and location has also improved school culture and school safety. The surveys were not administered in the Spring of 2020 due to the COVID-19 pandemic.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services expenditures decreased slightly from the budgeted amounts. 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 enrollment exceeded actual enrollment; and estimated revenues per the FCMAT calculator in June 2019 exceeded actual revenues for the year by \$68,236 and the expenses were adjusted accordingly.

The estimated Actual Expenditures for Goal 3 equal \$305,406 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA still spent 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.

Actions and services were effective in regard to NOVA's overall Satisfaction Rate which the goal was met, and the school safety satisfaction rate, which fell short by 0.2%. The goal for school wide nutrition program satisfaction rate was exceeded by 3.7%. Overall, parents reported a 96.7% satisfaction rate. The response rate was not measured. A concerted effort around to produce a high response rate will be a priority for the 20-21 school year. The surveys were not administered in the Spring of 2020 due to the COVID-19 pandemic. There are plans to include language in the student perception survey about interactions in the classroom and school-wide

connectedness. Administration and Director of Student & Family Engagement are working with multiple stakeholder groups including ASB, staff, and parents to increase positive interactions between students and adults during the COVID-19 pandemic.

Goal 4

By spring 2019, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2018 summer and fall semesters and maintain enrollment in Honors and AP courses at 50%.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8

Annual Measurable Outcomes

Expected

By Spring 2019, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2019 Summer or Fall semesters and achieve 50% AP and Honors enrollment.

Actual

By Spring 2020, 59% of all NOVA Academy continuing students were eligible for dual enrollment for the 2020 Summer and Fall semesters. Goal was exceeded by 9%. AP and Honors enrollment was at 43.5%, the goal was not met by 6.5%.

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.

| Planned Action/Service | Actual Action/Service | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Actions and services include providing a Summer InNOVation program; summer school for credit recovery and enrichment, college pathways courses; Freshman, Junior and Senior Seminar courses; | Two sessions of Summer InNOVation were provided allowing incoming 9th graders to take placement tests and introduce them to NOVA culture. APEX courses were utilized to allow students to earn credits for failed | \$232,692 | \$124,505 |

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| targeted LINK/tutorial support, Junior Seminar restructure to better support math and English skill acquisition, online college courses, on campus college courses taught by university professors and providing students with textbooks, materials and transportation for college. | classes and enrichment. Junior Seminar strategically placed students at each semester with math and English teachers. UCI and Concordia college courses were paid for and offered to students who qualified to take them. All college textbooks, materials and transportation were paid for and provided by NOVA. | | |
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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 actions and services implemented included providing a Summer InNOVation program for incoming freshman students; college pathways courses; Freshman, Junior and Senior Seminar courses; online college courses, and providing students with textbooks and materials. Students were also placed in targeted LINK (academic support) as needed.

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

The goal to increase the percentage of students who meet the NOVA eligibility requirements for dual enrollment was effective. For summer and fall 2020, 66% of freshman, 60% of sophomores, 55% of juniors and 56% of seniors were eligible to take college courses. This is an achievement of a total 59% of all continuing students (grades 9-12) have qualified to take college courses. This goal was exceeded by 9%. Another goal was to achieve 50% enrollment in honors and AP courses. Over 2019-2020, 43.5% of students remained enrolled in one or more AP or honors classes, the goal was not met the goal by 6.5%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 4; Action/Services expenditures decreased slightly from the budgeted amounts. 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 enrollment exceeded actual enrollment; and estimated revenues per the FCMAT calculator in June 2019 exceeded actual revenues for the year by \$68,236 and the expenses were adjusted accordingly.

The estimated Actual Expenditures for Goal 4 equal \$124,505 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I, II & IV monies. Even though adjustments were made, NOVA still spent 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.

The School Site Council recommends that this goal be amended to read: Increase students’ enrollment in and success with advanced coursework including college courses and AP/Honors courses. For the 2021-24 LCAP, NOVA would like to measure the number of students eligible for advanced courses as well as the pass rate for those courses.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

In-Person Instructional Offerings

[Additional rows and actions may be added as necessary]

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase of face masks for staff and students and disposable gloves. | \$5,114 | \$5,253 | N |
| Cleaning Materials - Purchase of cleaning cloths, disinfecting wipes, hand sanitizer, and dispensers | \$8,764 | \$47,589 | N |
| Signage - Purchase of standing signs and sticker signs for doors, walkways, and windows | \$1,103 | \$2,014 | N |
| Hands Free Tools - Purchase of staff hands free devices and elbow door openers. | \$1,857 | \$1,857 | N |
| Thermal Infrared Temperature Scanners | \$2,835 | \$2,835 | N |
| Safety partitions for every student and teacher desk, sneeze guards for front office desk | \$90,946 | \$90,946 | N |

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| Campus / Student Safety - Assistance to maintain physical distancing during drop-off and pick-up times | \$34,650 | \$85,733 | Y |
|--|----------|----------|---|

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.

For several weeks during the fall semester, in person instruction was offered through the flipped-classroom learning model. This approach allowed us to ensure a safe environment for our students and staff, wherein a reduced number of students are present for onsite instruction. Successes have included an increase in attendance numbers, a reduction of the number of failing grades on the second progress report, and increased student engagement in learning activities. Teachers are finding the challenges of teaching simultaneously to both in person and remote students to be stressful.

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

Because half of our student population selected virtual learning, we were able to bring those who selected hybrid learning onto campus five days a week.

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

Purchase of additional PPE, hiring of nightly janitorial staff for nightly deep cleaning/disinfecting, upgraded HVAC system to MERV13 filters, installed (4) water bottle filling stations onto existing drinking fountains, addition of COVID-19 testing for staff, staff for campus safety, and hiring of School Nurse for student safety (+\$90,958).

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.

It is too soon to determine how in-person instruction during the COVID-19 pandemic will inform the development of goals and actions in the 2021-24 LCAP.

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. | \$96,088 | \$96,088 | N |
| Purchase of data hours and the borrowing of hotspot devices for students without reliable access. | \$26,612 | \$33,970 | 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. | \$121,534 | \$121,534 | Y |
| Computer software licences, including APEX comprehensive courseware, IXL Learning. | \$51,513 | \$52,426 | N |
| Special Education Support classes to serve students with unique needs. | \$21,585 | \$21,585 | Y |

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.

While not originally designed as a virtual school, NOVA Academy is utilizing APEX Learning for most curricula with additional teacher curated materials and activities. Using a pre-built, licensed curriculum helps to ensure seamless transitions for staff or students who may exhibit inconsistent attendance due to their own illness or that of a family member. Most synchronous live classes continue to demonstrate the *NOVA Signature Practices* that define a rigorous college preparatory environment, including standards-based learning targets, activation of prior knowledge, varied active learning strategies, differentiated instruction, and exit tickets/demonstration of understanding. The greatest challenge of distance learning is authentic student engagement, both cognitively and socially.

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

N/A

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

Activation of additional hotspots for student use in order to facilitate distance learning (+\$7,358). Addition of STOPit Solutions web application software to facilitate COVID-19 daily risk assessment for staff (+\$913.50).

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.

It is too soon to determine how distance learning during the COVID-19 pandemic will inform the development of goals and actions in the 2021-24 LCAP.

Pupil Learning Loss

Actions to Address Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Summer School costs - Payment of additional teachers during Summer School for additional teaching staff as well as learning resources. | \$18,656 | \$18,656 | Y |
| ELD & Math Support Classes - Cost to the master schedule for staffing these support classes for students. | \$61,289 | \$61,289 | Y |
| Winter Intersession - Payment of additional teachers during Winter Intersession for additional teaching staff as well as learning resources. | \$8,816 | \$27,839 | Y |
| Seminar - Cost to the master schedule for staffing Seminar classes. | \$76,920 | \$78,603 | Y |
| Get Focused, Stay Focused - Training and material support for the Freshman Seminar class teacher as well as for the other Family grade teachers to continue the ideas of the program. | \$6,950 | \$6,950 | Y |

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|---|-----------|-----------|---|
| Professional learning resources to support teachers in implementing remediation and acceleration strategies. | \$77,734 | \$79,379 | Y |
| Increase in instructional minutes for LINK (academic intervention). | \$178,506 | \$181,355 | Y |
| Online College Courses - Expenses for books, learning programs, and other materials needed by students for their college courses, such as Kindles and ebooks. | \$7,500 | \$7,500 | Y |
| APEX Credit Recovery course | \$12,181 | \$12,389 | Y |

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.

This year, NOVA Academy has implemented changes to the LINK academic support program in order to more effectively address learning loss and accelerate academic growth. LINK is now a fully integrated, 10 credit course during Period 4. Students are placed in a LINK course based on quantitative and qualitative data reflecting their academic needs in the three priority areas of English Language Arts, Math, and English Language Development. LINK courses meet for 55 minutes every other day. Content is driven by student need and is designed and delivered by a certificated teacher. Students data is reviewed every 6 weeks to redetermine need. In lieu of LINK, some students may be placed in a Math Support class for the duration of the school year. The greatest challenge in addressing learning loss is student engagement. During the month of January 2021, NOVA Academy will offer a Winter Intersession specifically designed for credit recovery. Similar to a traditional summer school format, students in Winter Intersession will be supported by a certificated teacher as they work asynchronously through APEX credit recovery courses. In addition, students may take advantage of the Winter Intersession to attend college courses at our college partner, Santa Ana College.

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

N/A

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 (+\$1,016), 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, and Admin PD and PD preparation (+\$24,392).

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.

It is too soon to determine how pupil learning loss during the COVID-19 pandemic will inform the development of goals and actions in the 2021-24 LCAP.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|----------------------|-------------------------------|--------------|
| Pupil and Family Engagement and Outreach | Student & Family Engagement extra duties | \$99,211 | \$100,377 | Y |
| Pupil and Family Engagement and Outreach | Translation Costs | \$6,465 | \$6,465 | Y |
| Pupil and Family Engagement and Outreach | Professional Communication Services | \$37,486 | \$34,426 | Y |
| School Nutrition / Meal Distribution | Professional consulting services and staff expenses | \$14,475 | \$14,475 | Y |
| Mental Health & Social Emotional Well-Being | Family Class | \$198,336 | \$201,178 | Y |

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.

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

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

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

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

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

As a way to provide outreach to students and their parents/guardians, a schoolwide "Outreach Call Log" was implemented to document attendance, outreach attempts, results and interventions. This sheet will be utilized across teachers, administrators and

the front office to provide support, interventions and resources to students. Dedicated time has been built into the bell schedule every day Tuesday through Friday for teachers to conduct student and family outreach activities. These activities may include phone calls, emails, or chats in an appropriate discussion channel. Front office staff are making daily outreach calls to students who have been marked “absent” 3 or more times within a given week. Outreach activities are logged by teachers and front office staff in a shared google spreadsheet. The dynamic, interactive spreadsheet allows for quick identification of needs that arise from outreach activities and helps us to ensure that those needs are followed up on.

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

N/A

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

Communications bill original estimate decreased (-\$3,060). Unfroze salary step increases retroactive to 07/01/2020 causing an increase in salaries (+\$4,008).

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.

It is too soon to determine how pupil learning loss during the COVID-19 pandemic will inform the development of goals and actions in the 2021-24 LCAP.