

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan (LCAP-2)	https://bit.ly/3qQ3dpZ
Expanded Learning Opportunities Plan (ELO)	https://bit.ly/3lwPT6W
ESSER-III Safe Return to In-Person Instruction & Continuity of Services Plan (SRIPICS)	https://bit.ly/3iUEnR3

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$708,366.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$17,842.50
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$485,581.10
Use of Any Remaining Funds	\$204,942.40

Total ESSER III funds included in this plan

\$708,366.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Per ELO Plan:

Throughout the development of [this] plan, NOVA Academy has gathered and evaluated input and feedback from parents, students, teachers, and school staff. As part of NOVA's ongoing efforts to ensure that programs and practices align with the values and priorities of the school community, the supplemental instruction and support strategies conveyed in this [plan] have been carefully selected to address the most urgent and prevalent student needs, as identified by these stakeholders. NOVA Academy personnel, including both teachers and school staff, provided observations and recommendations concerning student supplemental instruction and support strategies during regularly scheduled Professional Development sessions, faculty council and committee meetings, and campus leadership collaborations throughout the 2020-21 school year. Teacher and staff discussions pertaining to the strategies and proposed ELO Plan actions took place during a Professional Development session in [May 2021] and biweekly administrator Core Leadership meetings on 04/14/21, 04/29/21, and 05/12/21.

Per SRIPICS Plan:

Parent and student feedback concerning NOVA Academy's academic support opportunities was collected as part of annual family and student surveys administered during the Spring 2021 semester. Additional stakeholder feedback concerning NOVA's plans for integrated supports and additional academic services was gathered during afterschool Graduation-Track Information Nights and a "State of the School" Parent meeting held at the end of the 2020-21 school year. Public opportunity for comment and feedback concerning NOVA Academy's COVID-19 safety procedures in relation to ensuring safe in-person instruction was provided during multiple parent/community information nights in July and August of 2021. Further opportunities for public and stakeholder input were provided during scheduled "public comment" agenda blocks scheduled during Board of Directors meetings on 05/25/21, 06/24/21, 08/08/21, and 08/26/21.

Additional Details:

Announcements pertaining to input opportunities were distributed electronically and telephonically in the recipient's preferred contact language for families speaking languages other than English. Bilingual school personnel were available to provide interpreter services for non-English speaking families during feedback opportunities when needed. Opportunities to provide additional feedback specific to the proposed ESSER-III plan were offered during a regularly scheduled Board of Directors meeting on 09/30/21.

As an independently reporting charter school, there are no applicable District Administrator stakeholders applicable to NOVA Academy. Special Education Administrators were present for multiple community input opportunities and were directly involved in the drafting and review of plan content. There are currently no local bargaining units, tribes, other educators, civil rights organizations present within the school community. There are currently no individuals or advocates representing the interests of applicable student subgroups, including children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students, present within the school community.

A description of how the development of the plan was influenced by community input.

Per SRIPICS Plan:

Feedback provided via family and student surveys was collected through an online web form, with respondent submissions aggregated and reviewed by campus administrators within the form platform's analytics tools. Parent/community comments and input shared during school events and information nights was documented within meeting notes taken by administrators or campus personnel facilitating the event. Any and all public comment made during NOVA Academy Board of Directors meetings is recorded within the Zoom video conferencing software and documented within the meeting minutes. Comments and feedback provided by stakeholders and members of the public was reviewed and discussed by administrative, fiscal, and operations personnel throughout the development of this plan.

Additional Details:

Specific input from parents and other community stakeholders regarding actions and goals pertaining to this plan were documented by campus personnel and relayed to the administrative team during its development. The selected ESSER-III plan actions for "Strategies for Continuous and Safe In-Person Learning" such as connected devices, "Addressing the Impact of Lost Instructional Time" such as Summer Intersession, and "Use of Any Remaining Funds" such as staff retention, were chosen based on the concerns and priorities conveyed by NOVA academy's parent and community stakeholders.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$17,842.50

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP-2: In-Person Instructional Offerings	Cleaning Supplies	Purchase of cleaning cloths, disinfecting wipes, hand sanitizer, and dispensers.	\$4,875.00
N/A		In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for the purchase of other related supplies needed for the safety of students and staff.	
LCAP-2: In-Person Instructional Offerings	Safety Equipment	Purchase of face masks for staff and students and disposable gloves.	\$1,462.50
N/A		In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		the purchase of other PPE necessary for safe operation and COVID prevention during in-person learning.	
LCAP-2: Distance Learning Plan		Purchase of data hours and the borrowing of hotspot devices for students without reliable access.	
N/A	Connected Devices	In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for the costs associated with continued device and data access during summer intersession and for the purchase of additional device inventory and data plans as needed.	\$3,900.00
LCAP-2: Distance Learning Plan		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.	
N/A	IT Services	In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for the costs associated with operating, maintaining, and repairing electronic equipment used in the providing of in-person instruction.	\$2,925.00
N/A	HVAC & Electrical	Updates, servicing, and/or repairs to HVAC systems. Increased utility costs associated with the operating of air conditioning units outside of school hours, necessary to maintaining safe indoor air quality via the recirculating and maximizing of outside airflow.	\$4,680.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$485,581.10

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP-2: Pupil Learning Loss	Summer Intersession	Payment of [instructors] and other staff during Summer School [...] as well as learning resources. Costs associated with extending Summer School.	\$17,002.05
N/A		In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for other costs associated with monitoring, evaluation, and intervention for students struggling academically and requiring opportunities for credit recovery.	
LCAP-2: Distance Learning Plan	Educational Software	Purchase of curriculum licenses (APEX Learning), interactive presentation licenses (Peardeck), and Zoom video conferencing licenses, as well as other software.	\$3,120.00
N/A		In addition to the specified actions implemented under the LCAP-2, NOVA Academy will utilize ESSER-III funds for other licensed software assisting in the instructional and classroom management of students impacted by lost instructional time.	
ELO: Extending Instructional Learning Time	Support Instructors	Beginning in the [2020-21] Summer Intersession [...], NOVA Academy's new Support Instructors will provide additional supplemental instruction and support. The Support Instructors for English, Math, and Science will be credentialed teachers [...], assigned specifically to supplemental instruction and support opportunities:	\$373,657.05

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		teaching dedicated support classes in English, Math, and Science during the scheduled school day; offering after-school tutoring to struggling students; and engaging with individual students or small groups for support sessions during regular classes as directed by the primary instructor. In addition to these Support Instructors, a new Paraprofessional position will provide further classroom assistance and student support.	
ELO: Accelerating Progress to Close Learning Gaps	Tiered Supports	Implementation of [these] programs will align with NOVA's existing tiered student support strategies, wherein: universal supports are implemented by teachers and support staff for all students to provide daily socioemotional wellness support and afterschool supplemental instruction opportunities; targeted supports are provided including review and guidance for personal academic and progress and goals by counsellors and Family teachers, parent calls by teachers and school staff addressing observations and concerns, and Supplemental Instructor/Paraprofessional-led guided sessions for individual and small group instruction during both standard course sections and dedicated support classes; and intensive supports are implemented by teachers and school staff to provide independent study opportunities for students in exceptional circumstances, extended tutoring and support sessions for students with significant content proficiency gaps, required accommodations for students with disabilities, and individual support by qualified personnel for other significant issues pertaining to medical, mental, and socioemotional wellbeing.	\$2,492.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Curriculum & Supplies	Instructional materials; print and/or electronic textbooks, workbooks, and novels; supplies and equipment for physical and/or virtual labs, projects, and class presentations; and classroom tools and equipment used in lectures and learning exercises.	\$29,250.00
N/A	Substitute Teachers	Costs associated with the contracting substitute teachers through outside agencies and/or the hiring of substitute teachers for employee positions, as necessary for maintaining student access to qualified instructors and high-quality learning opportunities amidst statewide teacher shortages resulting from the COVID-19 pandemic.	\$60,060.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$204,942.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Staff Retention	In order to retain staff during the ongoing COVID-19 pandemic for the continuation of normal school operations, avoid substantial faculty and personnel departures affecting similar LEAs, and prevent potential learning disruptions caused by changes of instructors or support staff, a salary schedule increase has been authorized for returning employees, the cost of which carries forward to subsequent school years. A one-time off-salary performance incentive was also offered during the 2020-21 school year, serving to further incentivize staff retention upon the school's return to onsite instruction following an extended COVID-related closure.	\$169,192.40
N/A	Teacher Recruitment	Due to the shortage of qualified applicants in high-need teacher positions, a "Difficult-to-Staff Position" employment incentive has been authorized for SY2021-22. Minimizing the duration of vacancy for these teaching positions is crucial for the success of NOVA's learning loss mitigation efforts.	\$35,750.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Intersession	Student progress towards credit recovery and content mastery will be monitored by school counselors and summer intersession instructors through ongoing program practices including assignment/test grading, interaction with students during class and tutoring sessions, discussions with students during office hours, and evaluation of completed credit recovery course modules for classes completed via the Apex Learning platform.	The monitoring of student progress towards credit recover and content mastery will take place on an ongoing basis throughout the summer intersession program, including daily instructor observation, periodic review of completed course content during 3-5 week intersession terms, and weekly student check-ins where applicable.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Curriculum & Supplies	<p>Teachers and administrators will utilize education software platforms' built-in analytics features and tracking tools to monitor both individual pupil progress and larger content-mastery trends across classes and departments. Education software licenses will include online benchmark/progress assessments, practice and support applications, and other related web-based tools for academic supports and assessment. Additional curriculum and supplies will be used in conjunction with traditional measures of progress, including quizzes, tests, projects, etc.</p> <p><u>Per ELO Plan:</u></p> <p>In addition to these ongoing identification and assessment practices, all incoming students will complete baseline assessments in Math and English-Language Arts (ELA) during [orientation week], and beginning in the 2021-22 school year, all students will participate in Math and ELA benchmark testing administered through the Renaissance STAR assessment program at regular intervals. These assessments will provide teachers, counsellors, and administrators with valuable individualized student performance and progress data throughout the year, allowing for the identification of specific content-proficiency deficits and necessary targeted support strategies.</p>	<p>Progress monitoring frequency will vary between education software platforms and curriculum resource, with online assessment results reviewed at least once per semester. Individual student achievement within practice and support web applications will be evaluated during regular grading windows and reflected within quarterly progress reports.</p>

<p>Support Instructors Substitute Teachers Staff Retention Teacher Recruitment</p>	<p>With the expansion of the NOVA Academy faculty to include additional credentialed staff, introduced specifically for the providing of supports and supplemental instruction to individual pupils and small student group, the contracting of substitute teachers facilitating the continuity of regular instruction, and the retention and recruitment of key faculty to ensure students have ongoing access to exceptional learning opportunities, several schoolwide monitoring procedures will grow significantly as a result of the additional personnel now available and qualified to evaluate the state and progress of students in their academic, social, emotional, and mental health needs.</p> <p><u>Per ELO Plan:</u></p> <p>NOVA Academy will expand upon existing student performance and progress assessment strategies to better identify pupils requiring additional support, as well as specific individual student needs. These strategies include but are not limited to: continuous academic progress monitoring and socioemotional check-up exercise for all students by their designated "Family" teacher (NOVA's socio-emotional learning/college and career readiness focused "homeroom" alternative); regularly administered school culture and climate questionnaires pertaining to physical, emotional, and mental wellbeing; instructor and counsellor recommendations for student placements in supplemental subject-specific support classes; additional administrator and instructor review of student progress for pupils belonging to prioritized subgroups (Socioeconomically Disadvantaged, Students with Disabilities, English Learners, etc.); review and monitoring of student participation in</p>	<p>Student progress resulting from supplemental instruction opportunities, SEL supports, and extended tutoring or office hour availability, provided or facilitated by support instructors, will be monitored at intervals corresponding to the specific support type. Academic performance progress resulting from these supports will be observed during weekly grade checks, quarterly benchmark assessments, semi-annual interim test score reviews, and as-needed Student Success Teams (SST) meetings. Social, emotional, and mental health benefits resulting from the contributions of these support instructors will be determined through review of intervention communication responses pertaining to these topics and student/parent questionnaires administered annually. Additional data may be collected through individualized and/or schoolwide questionnaires administered throughout the Fall and Spring semesters, as determined by school administrators.</p>
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Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	free meal; and I-on-I meetings between all students and their counsellor, taking place [during the Spring Semester].	
Tiered Supports	NOVA Academy’s tiered student support strategies monitor student progress through faculty observation and documentation on multiple levels, as determined by the support tier. Progress monitoring strategies at different tier levels include but are not limited to the following– for universal supports: participation data relating to afterschool learning opportunities and tracking of incomplete or missing SEL exercises assigned in Family class; for targeted supports: regular review of grades and missing assignments across all classes for each student with their Family teacher, as well as periodic determination of pupil placement in either a short-term elective (Tutorial) or a subject-specific support class (LINK); for intensive supports: established evaluation procedures applicable to the specific program, such as end-of-contract work product evaluations for independent study program (ISP) students, IEP meetings for special education students, and 504 or SST meetings for students requiring accommodations or academic improvement plans (AIP) calling for substantial alterations to the delivery, availability, or content or support implementations.	The frequency of progress monitoring for tiered supports will be determined by the support tier and specific program or practice. Progress within universal supports strategies may be determined on a daily basis for days in which an applicable SEL exercise has been assigned or afterschool session offered; on a weekly basis for review of each student’s academic progress across all courses by Family teacher; at six-week intervals for determination of Tutorial or LINK support program placement; and on predetermined dates indicated within the corresponding plans or agreements for the IEP, ISP, AIP, or 504 plan(s).

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Cleaning Supplies Safety Equipment HVAC & Electrical School Nutrition Services</p>	<p>In order to continue providing a safe learning environment that can support the academic, social, emotional, and mental health needs of its students during the ongoing pandemic, NOVA Academy is committed to maintaining a sufficient inventory of all necessary cleaning supplies and safety equipment, the continuous operation and efficiency of school ventilation systems, and the observation of all state and local guidelines concerning the handling and distribution of school meals. Consistent and successful follow-through of this effort will be monitored by the School Safety Committee and documented within campus inspection reports submitted to the COVID-19 Compliance Officer. Further monitoring will be carried out via scheduled inspection, maintenance, and reviews, as required by internal policies and local mandates.</p>	<p>Monitoring of current stock and anticipated order needs for cleaning supplies and safety equipment will be conducted by operations personnel and campus administrators on a daily basis, with any specific requests or substantial alteration to recurring supply or equipment needs addressed during weekly interdepartmental meetings. Additional monitoring will be carried out by the School Safety Committee via quarterly site inspections, as directed by the COVID-19 Compliance Task Force. Operations personnel will respond to reported ventilation issues upon notice and verify the completion of vendor-contracted maintenance during monthly expenditure reconciliations when applicable.</p>
<p>Connected Devices</p>	<p>In the event of a school closure or independent study program placement in which school-provided connected devices are necessary for a student to receive instruction and/or supports, student absences in synchronous instruction or non-participation in asynchronous work will be inquired about and documented as part of the school's tiered interventions. Frequent absences or non-participation of students receiving school-issued connected devices will be addressed during progress calls made between teachers/administrators and parents/guardians.</p>	<p>Student absence or non-participation will be monitored on a daily basis during individual class periods, triggering parent calls and notification emails on a daily basis. Additional review of student progress will be conducted by Family teachers and/or the Independent Study Supervising teacher on a weekly basis. Access and usage reports for school-issued connected devices will be generated on a monthly basis.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
IT Services	<p>Amidst increasingly web-centric methods of delivery for numerous learning tools utilized schoolwide, ranging from interactive classwork to virtual tutoring platforms, the students and staff of NOVA Academy require consistency and reliability in the instructional technologies they use every day. This need is further emphasized in circumstances under which learning must occur outside the classroom, such as independent study program placements or campus closures. Monitoring of the successful implementation, maintenance, and progress of the IT services facilitating these tools, along with their impact on students' academic, social, emotional, and mental health needs, will be carried out in variety of manners, as applicable for the specific technology resource. These include but are not limited to: internal audits of teacher/student user activity data for specific eduware platforms conducted by data and administrative personnel; teacher/student questionnaires pertaining to educational technology/software usage, needs, and feedback; and aggregated activity reporting and reviews for contracted IT support tickets by operations personnel.</p>	<p>Progress monitoring will be conducted at frequencies applicable to the specific service, technology, or platform. Student and teacher user account activity data will be aggregated within reports and analytics dashboards at daily, weekly, and monthly frequencies wherever possible; user-provided information concerning educational technology/software usage, needs, and feedback will be collected from teachers/students during annual student surveys and periodic faculty questionnaires provided on scheduled dates during weekly professional development sessions; aggregated activity reports for contracted services will be reviewed one or more times per year.</p>