LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nova Academy Early College High (SA)
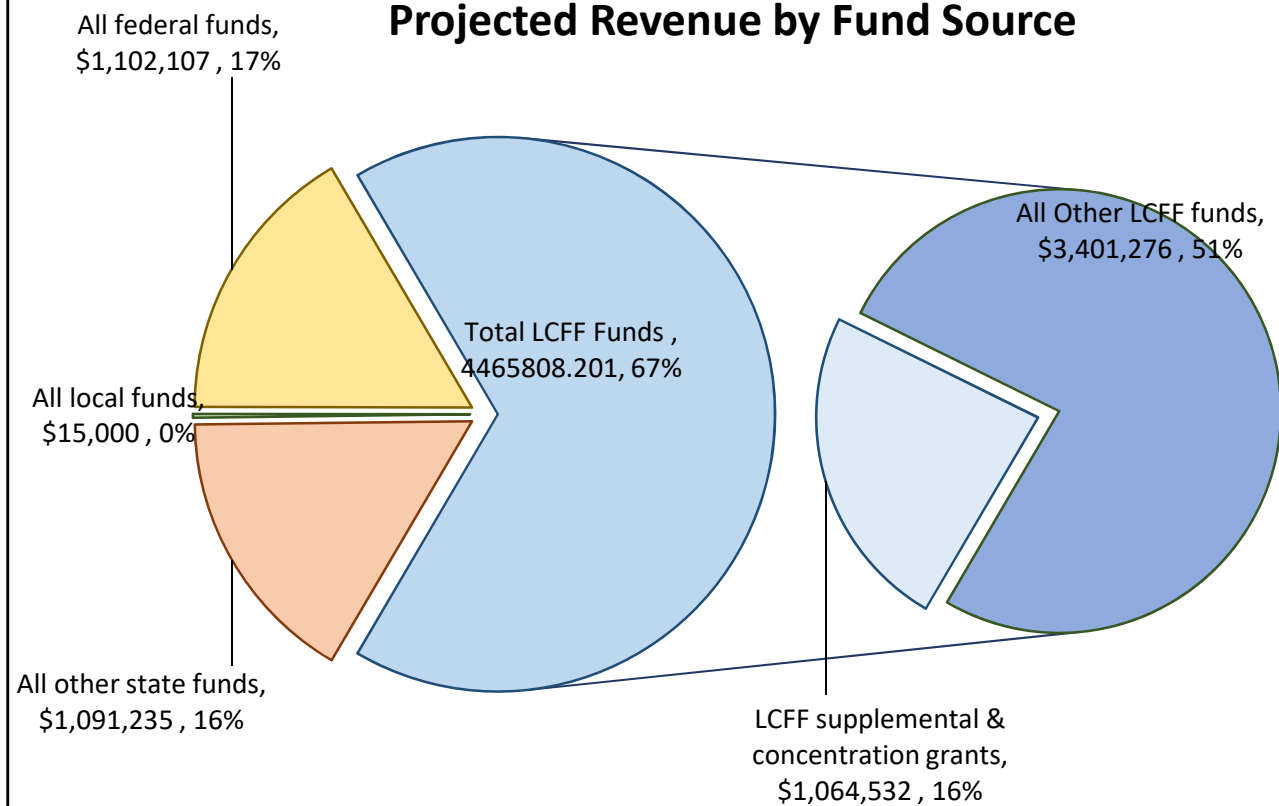
CDS Code: 30 66670 0106567

School Year: 2021 – 22

LEA contact information: Renee Lancaster

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,102,107 , 17%

All Other LCFF funds, $3,401,276 , 51%

Total LCFF Funds , 4465808.201, 67%

All local funds, $15,000 , 0%

All other state funds, $1,091,235 , 16%

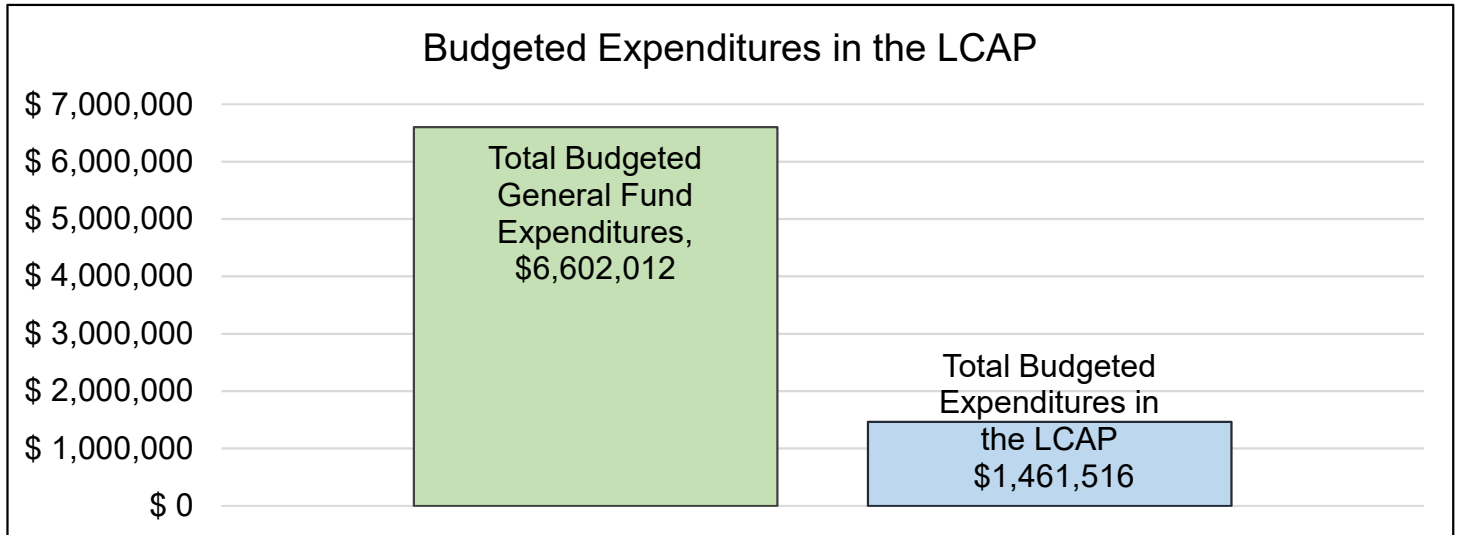LCFF supplemental & concentration grants, $1,064,532 , 16%

This chart shows the total general purpose revenue Nova Academy Early College High (SA) expects to receive in the coming year from all sources.

The total revenue projected for Nova Academy Early College High (SA) is $6,674,150.07, of which $4,465,808.20 is Local Control Funding Formula (LCFF), $1,091,234.72 is other state funds, $15,000.00 is local funds, and $1,102,107.16 is federal funds. Of the $4,465,808.20 in LCFF Funds, $1,064,531.80 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,602,012	Total Budgeted Expenditures in the LCAP $1,461,516

(Chart y-axis: $0 to $7,000,000 in increments of $1,000,000)

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

Nova Academy Early College High (SA) plans to spend $6,602,011.79 for the 2021 – 22 school year. Of that amount, $1,461,516.00 is tied to actions/services in the LCAP and $5,140,495.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
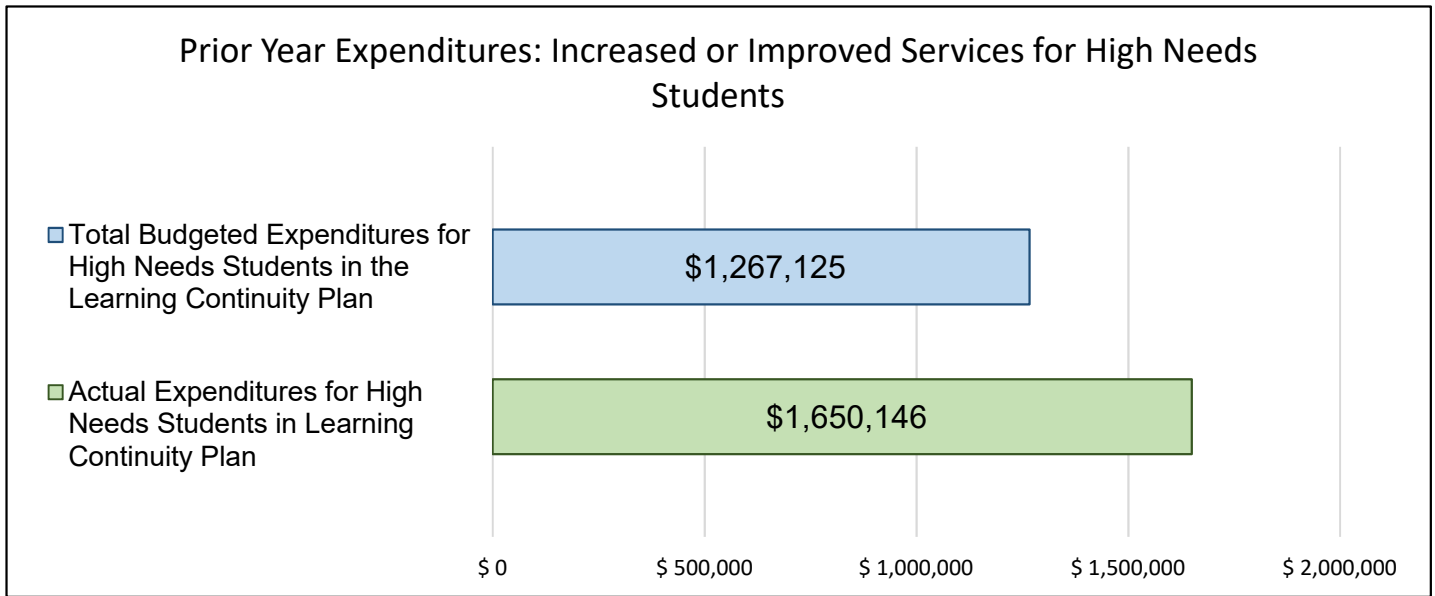
Expenditures include direct and indirect costs to provide an Early College High School educational program for all students enrolled in Grades 9-12 with Nova Academy Charter School in Santa Ana, CA. Expenses include but may not be limited to certificated salaries; non-certifiated salaries; employee

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

In 2021 – 22, Nova Academy Early College High (SA) is projecting it will receive $1,064,531.80 based on the enrollment of foster youth, English learner, and low-income students. Nova Academy Early College High (SA) must describe how it intends to increase or improve services for high needs students in the LCAP. Nova Academy Early College High (SA) plans to spend $1,461,516.00 towards meeting this requirement, as described in the LCAP.

Board Approved 6/24/2021

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $1,267,125
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $1,650,146

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

In 2020 – 21, Nova Academy Early College High (SA)'s Learning Continuity Plan budgeted $1,267,125.00 for planned actions to increase or improve services for high needs students. Nova Academy Early College High (SA) actually spent $1,650,146.00 for actions to increase or improve services for high needs students in 2020 – 21.

Board Approved 6/24/2021

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nova Academy Early College High School	Renee Lancaster, CEO	renee.lancaster@nova-academy.org 714-569-0948

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
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	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.	$962,621	$945,404

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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.			

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.

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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, <u>parent committees, or information meetings.</u>

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.

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Actions / Services

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: translation, guest speakers, food, awards and certificates; implementation of college fair; Director of Family Engagement & Community Involvement	"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. NOVA hired a full-time Director of Family & Community Engagement	$82,743	$61,576

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.

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.

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 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.	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.	$366,980	$305,046

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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 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

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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	Actual
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.	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

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.		

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

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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.

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

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.

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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

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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
NOVA Academy Early College High School, Santa Ana	Renee Lancaster, CEO	Renee-Lancaster@nova-academy.org (714) 569-0948 x1027

Plan Summary 2021-2024

General Information

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

NOVA Academy Early College High School (NOVA Academy) was approved in 2003 and opened in 2005. NOVA Academy is focused on creating and fostering educational opportunities and programs that develop the whole child and promote achievement beyond high school. Dedicated teachers and staff foster meaningful and lasting connections with students. As an Early College High School, equitable access to dual enrollment creates opportunities for qualifying students to enroll and complete college courses offered by institutions including, but not limited to, Concordia University, University of California-Irvine, and Santa Ana College. Academic excellence is at the heart of NOVA Academy in preparing students for success in high school, college, and the workplace, as well as preparing them to become productive members of their community. We see the unlimited potential in every student. Our systems of academic and social/emotional support are designed to build the confidence that is often needed for students to see greatness in themselves.

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

Reflecting the majority of the surrounding community, 94% of students are Hispanic. Our goal is to provide first-generation college-goers and students from low socio-economic backgrounds equitable access to an academically rigorous, blended high school/college curriculum while nurturing and affirming the whole child. NOVA's graduation rate frequently reaches 98-100% and 1,081 college credits were earned by the Class of 2020 alone.

Reflections: Successes

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

NOVA students continue to outperform state and local averages on several standardized measures. In 2019, NOVA scored 41 points above the state on English and 10 percentage points above the state on both CCI and English Learner progress. The current three-year average for dual enrollment pass rates is 84.69%. Our highest three-year average pass rates for AP courses are in AP Spanish Literature and Culture (90.9%) and AP Spanish Language and Culture (98.07%). There have been no suspensions during the 20-21 school year thus far. NOVA supported students through the pandemic months thus far through multiple levels of on campus learning, rigorous and meaningful coursework, strengthened social/emotional supports, increased learning loss mitigation, and wrap around services. Enrollment remains steady for the 20-21 school year and the school is projected to grow in 21-22 and beyond. Overall parent/guardian satisfaction with NOVA is 98%.

Reflections: Identified Need

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

Staff engaged in the Improvement Science process as a whole group in order to identify areas of need. Improvement Science was developed by the Carnegie Foundation for the Advancement of Teaching and is recognized as a signature methodology in educational leadership. Through the process, staff collectively studied student outcomes (data), identified areas for improvement, conducted a root cause analysis, and created driver diagrams to track change ideas in a continuous improvement model. Parents and students input was collected through our annual LCAP surveys, stakeholder meetings, and the School Site Council. Identified needs include maintenance of gains/progress in literacy, improvement of student performance in math and science, closing performance gaps for Emerging Bilinguals and Students with Special Needs, increasing the number of students who meet "prepared" on the College and Career Indicator, and supporting high satisfaction and involvement from our parents/guardians and students.

LCAP Highlights

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

An overarching goal of "ensuring all NOVA graduates are prepared for college and career" was identified in preparation for this LCAP. Thus, new goals in the 2021 LCAP include a greater focus on college and career readiness, equity, and opportunity. The purpose of naming an overarching goal is to affirm our commitment to higher education for all students and to design our individual LCAP goals in alignment with the overarching goal. The goal development process and subsequent actions are supported by the "4 Keys to College and Career Readiness". Designed by Dr. David Conley, researcher and founder of the Inflexion Group, the 4 Keys are the framework of knowledge, skills, and attitudes necessary for college readiness. Goal statement simplicity with a focus on actions that fit the goals best

has seen a concerted effort in the generation and solidification of goals. New student surveys for parents/guardians and students were developed with the whole child in mind. Survey questions were collaboratively developed with the whole staff and School Site Council. Both surveys still focus on overall satisfaction with the school and school safety. The surveys reflect a fraction of the overall effort to engage more stakeholders in the LCAP process. Alignment of goals across multiple accountability tools was also considered. This alignment is paramount in order to support the continuous improvement culture at NOVA - Santa Ana.

Comprehensive Support and Improvement

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

Schools Identified

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

NOVA Academy Early College High School is the only school identified for this LEA in this LCAP.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

The school will monitor and evaluate the plan to support students and school improvement through the collection of data from benchmarks, state testing (such as the ELPAC), stakeholder feedback, internal audits, program effectiveness reviews, A-G Requirement completion, graduation and drop-out rates, college attendance percentages, teacher credentialing data, instructional material audits and alignments to the most current state standards, facility reviews (FIT), standards implementation reviews, EL proficiency progress, AP exams, EPA scores, course access reviews, attendance data, suspension and expulsion rates, as well as other internal and external data. NOVA will implement the Renaissance STAR suite of assessments for ongoing monitoring and data analysis in English and Math.

In addition, NOVA Academy staff will collaboratively use Improvement Science driver diagrams as a whole staff and in PLCs to test and implement change ideas in rapid iteration cycles of 2-4 weeks each. Surveys will continue to be utilized to collect feedback from stakeholder groups. Qualitative and quantitative data from instructional observations will be collected and analyzed to gauge whole-school implementation of change ideas and identify needs for coaching and professional learning.

Stakeholder Engagement

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

The process of reviewing student achievement data occurs throughout the school year. The School Site Council reviews school progress multiple times per year and provides input on the development of the LCAP plan. Faculty and staff review data on an ongoing basis and they work collaboratively to identify LCAP goals and implement, monitor, and refine the school wide LCAP goals and actions. This is accomplished via four school wide committees, Department PLCs, Instructional Council, and/or whole group staff meetings. Additionally, each teacher tracks individual student data such as work completion, overall grades, performance on standards-based tasks, attendance, and participation. All staff are informed of students with SSTs, 504s, and IEPs and any changes throughout the year.

A summary of the feedback provided by specific stakeholder groups.

Staff engaged in the Improvement Science process as a whole group in order to synthesize data and identify areas of need. Improvement Science was developed by the Carnegie Foundation for the Advancement of Teaching and is recognized as a signature methodology in educational leadership. Through the process, staff collectively studied student outcomes (data), identified areas for improvement, conducted a root cause analysis, and created driver diagrams to track change ideas in a continuous improvement model. The overarching goal was identified as "ensure all NOVA graduates are prepared for college and career." Areas for refinement and improvement that support this goal were identified. They include: maintaining and increasing success with LPAC, SBAC English, and the CCI indicator; closing performance gaps for sub populations; and increasing the focus on college preparedness.

Feedback data was collected from parents/guardians and students through the annual LCAP engagement surveys. NOVA received a high response rate from students (73%) as well as a valid and reliable sample of responses from parents/guardians (28%).

On the 2021 Student Perception Survey, students expressed an overall high satisfaction with instructional methods, classroom culture, campus safety, and relationships. For example, 88.3% of students surveyed reported that their teachers check for understanding and support students when they struggle. 82.6% agreed that their teachers want them to think about things they learn, not just memorize them. 93.2% of students reported that they feel physically safe at NOVA. Students identified needs for improvement around distance learning, workload, belonging and school culture. While 94.3% of respondents say they feel welcome at NOVA, only 61% say that five or more adults know them by name. 61.6% of students say that the workload during this pandemic year is more difficult than the prior year.

On the 2021 Family Engagement Survey, parents/guardians expressed an overall satisfaction rating of 98%. The top 4 reasons parents/guardians choose NOVA for their students are (respondents can check more than one box): NOVA's academic success record (66%), NOVA's college program (63%), small school environment (62.3%), and NOVA's family atmosphere (45.3%). 100% of respondents were satisfied or highly satisfied with NOVA's translation and interpretation services. 96.2% agree that NOVA keeps them informed. The top three ways that parents receive information are email messages, the Weekly Eagle Family Newsletter, and phone calls from the school. There were no identified overall trends for improvement. However, NOVA will strive to increase the number of school engagement opportunities that parents/guardians choose to participate in.

LCAP for NOVA Academy Early College High School 2021

All areas for refinement identified and developed during the Improvement Science process with faculty and staff are reflected in Goals 1-3. Feedback and response rates from the annual LCAP engagement surveys are reflected in Goal 4.

Goals and Actions

Goal

Goal #	Description
Goal # 1	NOVA will increase Math and Science proficiency for all students.

An explanation of why the LEA has developed this goal.

The three-year average for SBAC Math, met and exceeded, is 27.53%. In 2019, 33% of students met or exceeded the standards in Math and 27% of students met or exceeded the standards for Science. Proficiency in high school Math and Science are key components of college readiness. This goal will measure outcomes as related to the following State and Local Priorities: 1, 2, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math	33% of students met or exceeded standards for SBAC math on the 2019 test				40% of students will meet or exceed standards on the 2024 SBAC math test.
SBAC Math Sub Groups	0% of Emerging Bilinguals and 0% of Students with Special Needs met or exceeded standards for Math on the 2019 test.				10% of Emerging Bilingual and Students with Special Needs will meet or exceed standards for Math on the 2024 test.

	Foster Youth sub group population too small/not reportable.				
CAST Science	27% of students met or exceeded standards on CAST Science in 2019				30% of students will meet or exceed standards on the 2024 CAST test.

Actions

Action #	Title	Description	Total Funds	Contributing
1.a	Assessment	Renaissance STAR suite will provide real-time ongoing data for teachers to use when planning instruction and academic interventions. Additionally, the suite of products provides supplemental resources for remediation and acceleration. IXL has been utilized for diagnostic assessments and targeted skill development for students in all Math classes. The Math department is currently phasing out the use of IXL as Renaissance Star suite is introduced. The CAASPP Testing Coordinator assists in test implementation, test taking strategy, scheduling, communication, interim testing coordination, and data analysis.	$5,000	Y
1.b	Student Supports	LINK/Tutorial is a full credit course during the school day. Its purpose is to "link" students who are struggling academically with teachers in the content areas that would be best to provide targeted academic interventions and general support. Academic Support classes are provided to students with special needs who require additional support as well as students in general education who are struggling with Math. NOVA Academy offers learning intersession(s) specifically designed to address learning loss through credit recovery. Students who participate in a learning intersession are supported by a certificated teacher as they work through their credit recovery courses. In addition, students may take advantage of the opportunity to attend college courses.	$462,600	Y

		Credit recovery is also offered throughout the school year as part of an individualized approach to academic support.		
1.c	Professional Learning and Coaching	NOVA purchased *Learning in the Fast Lane* by Suzy Pepper-Rollins for all teaching staff. Instructional strategies from the book have been presented in professional learning sessions throughout the year. Other professional learning will include a focus on academic language across content areas, Renaissance STAR training, AP workshops/conferences, and culturally responsive teaching. Implementation of professional learning and teacher efficacy are supported through frequent observation and coaching cycles with teachers.	$87,502	Y
1.d	Special Education Program	Students who qualify for special education services will be provided with the support they need through an inclusion process. This includes, but is not limited to, adaptive technology and accessibility features on technology used within the classroom setting, individual supports, verification of accommodations being met, and annual reviews.	$0	N

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal #	Description
Goal # 2	NOVA will maintain progress in SBAC English and increase language proficiency for Emerging Bilingual students.

An explanation of why the LEA has developed this goal.

NOVA recognizes that literacy is critical for success in all content areas. While students have consistently scored above the state in ELA, we recognize the need for continuous improvement in order to maintain our high standards of academic excellence. Performance gaps persist between sub groups and the general student body. It is important to isolate and target resources and strategies to closing those gaps. This goal will measure outcomes as related to the following State and Local Priorities: 1, 2, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English	65.4% of students met or exceeded standards for SBAC English on the 2019 test.				70% of students will meet or exceed standards on the 2024 SBAC English test.
SBAC English Sub Groups	No Emerging Bilinguals and 27.3% of Students with Special Needs met or exceeded standards for English on the 2019 test.				10% of Emerging Bilingual and 34% Students with Special Needs will meet or exceed standards for

LCAP for NOVA Academy Early College High School 2021

	Foster Youth sub group population too small/not reportable.				English on the 2024 test.
ELPAC	41.4% of Emerging Bilinguals scored Level 4 on the 2019 ELPAC.				45% of Emerging Bilinguals will score Level 4 on the 2024 ELPAC.
EL Reclassification Rate	The reclassification rate in 2020 was 38.1%				The reclassification rate will increase to 40% in 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Assessment	Renaissance STAR suite will provide real-time ongoing data for teachers to use when planning instruction and academic interventions. Additionally, the suite of products provides supplemental resources for remediation and acceleration. The CAASPP Testing Coordinator assists in test implementation, test taking strategy, scheduling, communication, interim testing coordination, and data analysis. Students are prepared for the ELPAC during their ELD courses and are supported by the ELD Coordinator.	$0	N
2.b	Student Supports	LINK/Tutorial is a full credit course during the school day. Its purpose is to "link" students who are struggling academically with teachers in the content areas that would be best to provide targeted academic interventions and general support. NOVA Academy offers learning intersession(s) specifically designed to address learning loss through credit recovery. Students who participate in a learning intersession are supported by a certificated teacher as they work through their credit recovery courses. In addition, students may take advantage of the opportunity to attend college	Expenses Included in 1.b	N

		courses. Credit recovery is also offered throughout the school year as part of an individualized approach to academic support.		
2.c	Professional Learning and Coaching	NOVA purchased *Learning in the Fast Lane* by Suzy Pepper-Rollins for all teaching staff. Instructional strategies from the book have been presented in professional learning sessions throughout the year. Other professional learning will include a focus on academic language across content areas, Renaissance STAR training, AP workshops/conferences, and culturally responsive teaching. Professional learning will continue to focus on integration of academic language in lesson planning and instructional delivery. Implementation of professional learning and teacher efficacy are supported through frequent observation and coaching cycles with teachers.	$57,547	Y
2.d	Curriculum	NOVA provides high quality, standards-based curricula for all English Language Arts and English Language Development courses. Curricular materials are carefully procured to support academic success for all students as well as the closure of achievement gaps. The English Department, including ELD, are currently working to update the NOVA Literature canon to include more texts that are accessible and personally/culturally relevant to our diverse population of students.	$7,000	Y
2.e	Special Education Program	Students who qualify for special education services will be provided with the support they need through an inclusion process. This includes, but is not limited to, adaptive technology and accessibility features on technology used within the classroom setting, individual supports, verification of accommodations being met, and annual reviews.	$0	N

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal #	Description
Goal # 3	By 2024, NOVA will increase the number of prepared graduates as measured on the Dashboard College & Career Indicator.

An explanation of why the LEA has developed this goal.

As an early college, NOVA is committed to ensuring that all graduates are prepared to and through college. The overall CCI level for 2020 graduates on the California School Dashboard was 53.5%. We would like the CCI level to more closely resemble our graduation rate, which has often reached 99% and 100%. Furthermore, we want to ensure that all NOVA students find success with their dual enrollment courses and that those dual enrollment credits lead to an AA or Bachelor's Degree in support of the student's career goals. To that end, it is important that NOVA Academy provide basic services for all students including: standards aligned materials needed to learn, highly qualified staff, learning supports for students at risk and in unduplicated-student sub-groups (Special Education, ELL, Foster Youth, Low SES), and supports based on program needs (technology and other physical materials).

This goal will measure outcomes as related to the following State and Local Priorities: 1, 4, 5, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCI Level	53.8%of 2019 graduates and 53.5% of 2020 graduates were deemed prepared on the College & Career Indicator.				60% of 2024 graduates will be deemed prepared on the College & Career Indicator.
AP Exam Pass Rate	34% of 2019 graduates and 14% of 2020 graduates met prepared on the CCI via AP classes (passed 2 or more). 30% of 2020 graduates passed at least 1 AP class.				The percentage of 2024 graduates who meet prepared via AP classes will be 20% or greater.
College Course Pass Rate	45.6% of 2020 graduates met prepared on the CCI via college courses (passed 2 or more). 67% of 2020 graduates passed at least one college course by graduation.				The percentage of 2024 graduates who met prepared via college classes will be 50% or greater.
Teacher credentials and assignments	All teachers are fully credentialed and appropriately assigned according to Commission on Teacher Credentialing and				Maintain standard met

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	California Education Code requirements.				
Standards-aligned instructional materials for every student	All instructional materials are aligned to current/adopted national or state standards with exception of Science.				All instructional materials are aligned to current/adopted national or state standards by 2024.
Students have access and are enrolled in a broad course of study	Transcript audits reflect that 100% of students have access to and are enrolled or have completed a broad course of study.				Transcript audits in 2024 will continue to reflect that 100% of students have access to and are enrolled or have completed a broad course of study.
Implementation of State Standards	Curriculum mapping has not yet been implemented in all core classes.				Curriculum maps will be implemented for all core courses by 2024.
Graduation Rate	Graduation rates reflect a three year average of 96.2% 97.3% in 2018, 98.9% in 2019, and 92.5% in 2020 (pandemic year)				The three-year average for NOVA's graduation rate will increase to 98% or higher by 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
3.a	Seminar Courses	Built into the master schedule are Seminar classes for Freshmen and Seniors. These courses are designed to proactively reduce the risk of remediation at both the high school and college levels through	$94,366	Y

		motivational lessons that develop soft skills. These skills support a student's transition from being dependent learners to acting as independent learners in preparation for college. Freshman Seminar will now include the establishment of the personal 4-year college and career plan. Senior seminar is the culminating high school college and career preparation course. During Senior Seminar, students apply for colleges, complete the FAFSA, explore scholarships, and prepare their portfolios for the Senior Exit Interview. Seniors will also complete their personal 4-year college and career plan. Senior Exit Interviews are required for all Seniors. During the interview, students present their portfolio to a community panel or panelist for feedback. The Get Focused/Stay Focused curriculum is utilized in 9th and 10th grade to support the development of the 4-year college and career plan.		
3.b	Professional Learning and Coaching	NOVA purchased *Learning in the Fast Lane* by Suzy Pepper-Rollins for all teaching staff. Instructional strategies from the book have been presented in professional learning sessions throughout the year. Other professional learning will include a focus on 4 Keys to College and Career Readiness, Super Strong Inventory, academic language across content areas, Renaissance STAR training, AP workshops/conferences, and culturally responsive teaching. Implementation of professional learning and teacher efficacy are supported through frequent observation and coaching cycles with teachers.	$57,547	Y
3.c	College Program Implementation	The incentive to take college classes while in high school is a key component of the early college model and one of the strategies for learning loss as well. Students have access to both the comprehensive offerings at the high school level as well as an extensive menu of offerings at our college partner, Santa Ana College. The counseling department manages the enrollment process and processes fees associated with the college program.	$11,889	Y
3.d	Rigorous Curriculum	All core courses will show, through their alignment to UCOP standards and the Curriculum Maps, that they are aligned to all state and federal	$64,450	Y

		standards. Curricular materials for Science will reflect NGSS alignment and implementation. NOVA offers a wide variety of AP courses that support the development of our college going culture and mindset. Students who pass AP exams receive college credit.		
3.e	Technology Supports	College and career preparation and planning is supported through a myriad of technology tools including hardware, software, and subscriptions.	$143,829	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal #	Description
Goal # 4	Increase the satisfaction and involvement of NOVA students and their parents/guardians.

An explanation of why the LEA has developed this goal.

Stakeholder engagement and satisfaction is important to NOVA. By soliciting and acting on feedback from our students and parents/guardians, NOVA is able to personalize the experiences for students in order to maximize their growth and achievement. This goal will measure outcomes as related to the following State and Local Priorities: 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Family Engagement Survey Response Rate	28% of NOVA Parents/Guardians completed the 2021 Family Engagement Survey				35% of NOVA parents/guardians will complete the 2024 Family Engagement Survey
LCAP Family Engagement Survey - Overall Satisfaction	98% of respondents say they are satisfied with NOVA				NOVA will maintain a satisfaction rate of 98% as reported on the Family Engagement Survey
LCAP Family Engagement Survey- Parent Participation Rate	68% of survey respondents self-reported that they participated in one or more parent engagement opportunity				75% of respondents will report involvement with at least 1 NOVA activity or event on the 2024 Family Engagement Survey

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LCAP Student Perception Survey Response Rate	73% of students completed the 2021 Student Perception Survey				75% or more of students will complete the 2024 Student Perception Survey
LCAP Student Perception Survey - School Culture & Belonging	The average satisfaction rate for the questions on School Culture & Belonging was 81% on the 2021 Student Perception Survey				NOVA will maintain or increase the average satisfaction rate for the questions on School Culture & Belonging on the 2024 survey to 85%.
School facilities in good repair per CDE's Facility Inspection Tool	School facilities are 100% in good repair as reported on the 2020 SARC				School facilities will maintain a rate of 100% in good repair as reported on the 2023 SARC
Suspension and Expulsion Rate	The suspension rate for 19-20 was 1.4%. The expulsion rate for 19-20 was 0%				NOVA will maintain a suspension rate below 2% and expulsion rate below 1% in 2024.
Chronic Absenteeism Rate	Chronic absenteeism for 18-19 was 13.9%. Data was unavailable in 19-20.				Chronic absenteeism for the 23-24 school year will be below 12%.
Attendance	The average daily attendance was 95.02% in 18-19 and 95.21% in 19-20.				NOVA will maintain an average daily attendance rate of 95% or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
4.a	Parent & Community Outreach	NOVA staffs a full-time Family Engagement Coordinator. This role includes recruitment, enrollment, family engagement with school, and supporting families with community programs and wrap around services. Parents and Guardians will be offered opportunities to attend monthly Parent University workshop sessions throughout the school year. Workshops may include, but are not limited to, guest speakers, recognition and incentives, college presentations, adult learning, and student support.	$129,279	Y
4.b	PBIS (Positive Behavior Intervention System)	The PBIS system at NOVA promotes positive academic and social behaviors through intentional classroom culture building, positively worded classroom rules, lessons, Family class, interactions with faculty and staff, restorative practices, and assemblies. Faculty and staff acknowledge the demonstration of the desired positive behaviors by awarding Eagle Wings. The Eagle Wing Mercado (PBIS Incentive Store) opened in April 2021 and is stocked with incentives at various levels for Eagle Wing redemption. In August of 2021, all staff will be trained in the No Nonsense Nurturing program. The program supports the school's overall PBIS efforts with effective, research-based classroom management and conflict resolution strategies.	$0	N
4.c	Student Leadership	ASB is a student-run organization at NOVA, supported by a faculty Director of Activities as well as the school administration to foster a positive school culture, encourage participation in school activities, and provide feedback to stakeholder groups on student needs and wants. Additional resources will be allocated to strengthen the efficacy of our ASB/Student Government including membership to CADA/CASL (California Association of Directors of Activities and California Association of Student Leaders). Ambassadors are essential student leaders who promote student, family, and community engagement. The activities of NOVA	$0	N

		Ambassadors are supported by a faculty sponsor and school administration.		
4.d	Summer InNOVAtion	The Summer InNOVAtion program takes place over the course of one or two weeks in early summer. Its purpose is to acclimate new students to the early college model, introduce them to the NOVA student culture and values, and establish connections to teachers, administrators, peers, and upperclassmen before school starts. Baseline performance data in English and Math may also be established during Summer InNOVAtion.	$20,000	Y
4.e	Safe, Healthy, and Supportive School environment	NOVA ensures a safe, healthy, and supportive school environment by maintaining facilities that are well lit, comfortable, and conducive to both learning and social development. Family class is a critical component of the NOVA program. Family classes are student-centered environments that foster multiple aspects of emotional intelligence such as resilience and perseverance, encourage students' academic growth, and provide a deep sense of belonging to our school culture. Many students have stayed connected to their Family teachers and their peers in their Family group many years after they have graduated.	$320,507	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students LCAP Year 1: 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners (Emerging Bilinguals), and Low-Income students
100%	$1,064,532

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP. All services are provided on a school wide basis due to the 85%+ unduplicated pupil population.

NOVA provides leveled ELD courses that meet the unique needs of our Emerging Bilingual (EL) students. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs.

Services for struggling Emerging Bilingual students have been increased with the addition of ELD LINK.

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

NOVA provides leveled ELD courses that meet the unique needs of our Emerging Bilingual (EL) students. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs.

Services for struggling Emerging Bilingual students have been increased with the addition of ELD LINK.

LEA will provide an increased amount of parent engagement opportunities that support the whole family in language acquisition and academic success.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or school wide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or school wide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	a	Assessment	All	Yes	Schoolwide	All	All	Ongoing	$ -	$ 5,000	$ 5,000			$ -	$ 5,000
1	b	Student Supports	All	Yes	Schoolwide	All	All	Ongoing	$ 403,100	$ 59,500	$ 462,600			$ -	$ 462,600
1	c	Professional Learning and Coaching	All	Yes	Schoolwide	All	All	Ongoing	$ 81,017	$ 6,486	$ 28,212			$ 59,291	$ 87,503
1	d	Special Education Program	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
2	a	Assessment	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
2	b	Student Supports	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
2	c	Professional Learning and Coaching	All	Yes	Schoolwide	All	All	Ongoing	$ 51,252	$ 6,295	$ -			$ 57,547	$ 57,547
2	d	Curriculum	All	Yes	Schoolwide	All	All	Ongoing	$ -	$ 7,000	$ 7,000			$ -	$ 7,000
2	e	Special Education Program	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
3	a	Seminar Courses	All	Yes	Schoolwide	All	All	Ongoing	$ 94,366	$ -	$ 94,366			$ -	$ 94,366
3	b	Professional Learning and Coaching	All	Yes	Schoolwide	All	All	Ongoing	$ 51,252	$ 6,295	$ -			$ 57,547	$ 57,547
3	c	College Program Implementation	All	Yes	Schoolwide	All	All	Ongoing	$ 11,889	$ -	$ -			$ 11,889	$ 11,889
3	d	Rigorour Curriculum	All	Yes	Schoolwide	All	All	Ongoing	$ 64,450	$ -	$ 64,450			$ -	$ 64,450
3	e	Technology Supports	All	Yes	Schoolwide	All	All	Ongoing	$ 2,858	$ 140,972	$ 143,830			$ -	$ 143,830
4	a	Parent & Community Outreach	All	Yes	Schoolwide	All	All	Ongoing	$ 57,719	$ 71,560	$ 129,279			$ -	$ 129,279
4	b	PBIS (Positive Behavior Intervention System)	All	Yes	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
4	c	Student Leadership	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -			$ -	$ -
4	d	Summer InNOVAtion	All	Yes	Schoolwide	All	All	Ongoing	$ -	$ 20,000	$ 20,000			$ -	$ 20,000
4	e	Safe, Healthy, and Supportive School Environment	All	Yes	Schoolwide	All	All	Ongoing	$ 215,343	$ 105,165	$ 320,508			$ -	$ 320,508
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Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 1,275,245	$ -	$ -	$ 186,274	1,461,519	$ 1,033,246	$ 428,273

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	a	Assessment	All	$ 5,000			$ -	$ 5,000
1	b	Student Supports	All	$ 462,600			$ -	$ 462,600
1	c	Professional Learning and Coaching	All	$ 28,212			$ 59,291	$ 87,503
1	d	Special Education Program	All	$ -			$ -	$ -
2	a	Assessment	All	$ -			$ -	$ -
2	b	Student Supports	All	$ -			$ -	$ -
2	c	Professional Learning and Coaching	All	$ -			$ 57,547	$ 57,547
2	d	Curriculum	All	$ 7,000			$ -	$ 7,000
2	e	Special Education Program	All	$ -			$ -	$ -
3	a	Seminar Courses	All	$ 94,366			$ -	$ 94,366
3	b	Professional Learning and Coaching	All	$ -			$ 57,547	$ 57,547
3	c	College Program Implementation	All	$ -			$ 11,889	$ 11,889
3	d	Rigorour Curriculum	All	$ 64,450			$ -	$ 64,450
3	e	Technology Supports	All	$ 143,830			$ -	$ 143,830
4	a	Parent & Community Outreach	All	$ 129,279			$ -	$ 129,279
4	b	PBIS (Positive Behavior Intervention System	All	$ -			$ -	$ -
4	c	Student Leadership	All	$ -			$ -	$ -
4	d	Summer InNOVAtion	All	$ 20,000			$ -	$ 20,000
4	e	Safe, Healthy, and Supportive School Envir	All	$ 320,508			$ -	$ 320,508
								$ -
								$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,275,245	$ 1,461,519
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 1,275,245	$ 1,461,519

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	a	Assessment	Schoolwide	All	All	$ 5,000	$ 5,000
1	c	Professional Learning and Coaching	Schoolwide	All	All	$ 28,212	$ 87,503
1	d	Special Education Program	Schoolwide		All	$ -	$ -
2	a	Assessment	Schoolwide		All	$ -	$ -
2	b	Student Supports	Schoolwide		All	$ -	$ -
2	c	Professional Learning and Coaching	Schoolwide	All	All	$ -	$ 57,547
2	d	Curriculum	Schoolwide	All	All	$ 7,000	$ 7,000
2	e	Special Education Program	Schoolwide		All	$ -	$ -
3	a	Seminar Courses	Schoolwide	All	All	$ 94,366	$ 94,366
3	b	Professional Learning and Coaching	Schoolwide	All	All	$ -	$ 57,547
3	c	College Program Implementation	Schoolwide	All	All	$ -	$ 11,889
3	d	Rigorour Curriculum	Schoolwide	All	All	$ 64,450	$ 64,450
3	e	Technology Supports	Schoolwide	All	All	$ 143,830	$ 143,830
4	a	Parent & Community Outreach	Schoolwide	All	All	$ 129,279	$ 129,279
4	b	PBIS (Positive Behavior Intervention Syste	Schoolwide	All	All	$ -	$ -
4	c	Student Leadership	Schoolwide		All	$ -	$ -
4	d	Summer InNOVAtion	Schoolwide	All	All	$ 20,000	$ 20,000
4	e	Safe, Healthy, and Supportive School Envir	Schoolwide	All	All	$ 320,508	$ 320,508
							$ -
							$ -