



Navigator Schools

NS Board Meeting

Date and Time

Monday June 14, 2021 at 6:00 PM PDT

Location

Zoom

This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors and employees of Navigator Schools shall meet via the Zoom meeting platform.

Members of the public who wish to access this board meeting may do so online at <https://zoom.us/join> or via telephone by calling Zoom phone numbers: (669) 900-6833 or (646) 876-9923. The meeting ID is: **986 3414 4999**. The meeting password is: **988012**.

Members of the public attending online who wish to comment during the board meeting will use the online “raise hand” tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are invited to confirm their intent to comment up to one hour prior to the meeting by calling (831) 217-4894.

Individual comments will be limited to three minutes. If an interpreter is needed, comments will be translated into English and the time limit shall be six minutes. At its discretion, the board may limit the total time allotted to public comments and set new time limits for individual comments. The board reserves the right to mute and remove a participant from the meeting if the participant unreasonably disrupts the meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made twenty-four hours prior to the meeting by calling (831) 217-4894. All efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

An archive of board meeting agendas and minutes is maintained at the Navigator Schools Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order		John Flaherty	1 m
B. Record Attendance and Guests		John Flaherty	2 m
The chairperson will take attendance via roll call.			
C. Public Comments		John Flaherty	5 m
The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.			
D. Approve Minutes from Special Board Meeting	Approve Minutes	John Flaherty	1 m
Members will vote on the approval of minutes from the special board meeting held on May 27, 2021.			
Approve minutes for NS Special Board Meeting on May 27, 2021			
E. Approve Minutes from Previous Regular Board Meeting	Approve Minutes	John Flaherty	1 m
Members will vote on the approval of minutes from the regular board meeting held on April 20, 2021.			
Approve minutes for NS Board Meeting on April 20, 2021			
II. Academics			6:10 PM
A. Academic Success Committee Report	FYI	Ian Connell	3 m
I. Connell will provide an update on committee activities.			
B. 2021-22 Plans for Navigator Schools	FYI	Kevin Sved	3 m
K. Sved will provide an update on plans for 2021-22, including resuming regular full day in-person instruction.			

	Purpose	Presenter	Time
C. 2021-22 Local Indicator Reports	FYI	Kevin Sved	3 m
K. Sved will present the 2021-22 Local Indicator Reports for Gilroy Prep, Hollister Prep, and Watsonville Prep.			

III. Finance 6:19 PM

A. Finance Committee Report	FYI	Victor Paredes-Colonia	3 m
V. Paredes-Colonia will provide an update on committee activities.			
B. Proposed 2021-22 LCAP	Discuss	Victor Paredes-Colonia	10 m
The board will consider approval of the proposed 2021-22 Local Control and Accountability Plans (LCAP) for Gilroy Prep, Hollister Prep, and Watsonville Prep.			
C. 2021-22 LCAP: Gilroy Prep	Vote	John Flaherty	1 m
The board will vote on the approval of the 2021-22 LCAP for Gilroy Prep.			
D. 2021-22 LCAP: Hollister Prep	Vote	John Flaherty	1 m
The board will vote on the approval of the 2021-22 LCAP for Hollister Prep.			
E. 2021-22 LCAP: Watsonville Prep	Vote	John Flaherty	1 m
The board will vote on the approval of the 2021-22 LCAP for Watsonville Prep.			
F. Proposed 2021-22 Navigator Schools Budget	Vote	Victor Paredes-Colonia	10 m
The board will consider approval of the proposed budget for 2021-22.			

IV. Governance 6:45 PM

A. Governance Committee Report	FYI	John Flaherty	3 m
J. Flaherty will provide an update on committee activities.			
B. Brown Act Training	Discuss	Tom Peraic	20 m
Tomislav Peraic will present a Brown Act training session to the board.			
C. Resolution to Create an Advisory Development Committee	Vote	John Flaherty	3 m

	Purpose	Presenter	Time	
Members will review and vote on the approval of Resolution 2021-10 which would establish an Advisory Development Committee.				
D.	Resolution for Designation of Directors to the Navigator Schools Support Corporation	Vote	John Flaherty	3 m
Members will vote on the approval of Resolution 2021-12: Designation of Directors to the Navigator Schools Support Corporation.				
E.	Resolution to Elect NS Board Officers	Vote	John Flaherty	3 m
Members will vote on Resolution 2021-08: the election of board officers, including chairperson, secretary, and treasurer.				
F.	Resolution Confirming NS Board Committee Assignments	Vote	John Flaherty	3 m
Members will vote on the approval of Resolution 2021-09 to confirm board committee assignments for 2021-22.				
V.	Consent Agenda			7:20 PM
A.	Consent Agenda Approval	Vote	John Flaherty	3 m
The board will vote on the approval of the consent agenda, containing the 2021-22 NS Academic and Administrative Calendars, and the 2021-22 NS Board Meeting Calendar.				
VI.	Closed Session			7:23 PM
A.	Announcement of Reasons for Closed Session	FYI	John Flaherty	2 m
The board chair will announce the reasons for the closed session: anticipated litigation.				
B.	Vote to Enter Closed Session	Vote	John Flaherty	1 m
The board will vote to enter closed session.				
C.	Closed Session	Discuss	John Flaherty	15 m
The expected duration of the session is twenty minutes.				
D.	Return to Open Session: Announcement of Actions Taken During Closed Session	FYI	John Flaherty	2 m
The chair will announce actions taken by the board during closed session (if any).				

	Purpose	Presenter	Time
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VII. Topical Items**7:43 PM**

- | | | | | |
|-----------|--|---------|------------|------|
| A. | Review of Navigator Schools Strategic Plan | Discuss | Kevin Sved | 15 m |
|-----------|--|---------|------------|------|

The board will review the Strategic Plan for Navigator Schools, including a consideration of the potential impacts of Assembly Bill 1505.

VIII. Closing Items**7:58 PM**

- | | | | | |
|-----------|-----------------|------|---------------|-----|
| A. | Adjourn Meeting | Vote | John Flaherty | 2 m |
|-----------|-----------------|------|---------------|-----|

Members will vote on adjournment via roll call.

Coversheet

Approve Minutes from Special Board Meeting

Section:	I. Opening Items
Item:	D. Approve Minutes from Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for NS Special Board Meeting on May 27, 2021

APPROVED



Navigator Schools

Minutes

NS Special Board Meeting

Date and Time

Thursday May 27, 2021 at 3:00 PM

Location

Zoom

This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

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efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Directors Present

Chuck Daggs (remote), Dena Koren (remote), Ian Connell (remote), JP Anderson (remote), John Flaherty (remote), Nora Crivello (remote), Shara Hegde (remote), Victor Paredes-Colonia (remote)

Directors Absent

Fiaau Ohmann

Directors who arrived after the meeting opened

Dena Koren

Guests Present

Sean Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Thursday May 27, 2021 at 3:02 PM.

C. Public Comments

II. Topical Items

A. Approval of Assembly Bill No. 86 Learning Plan

Dena Koren arrived at 3:06 PM.

A. Orti presented the learning plans. A. Ortiz, S. Waller, and K. Sved answered clarifying questions from board members, primarily concerning educational strategies, summer school, trauma-informed training, and guiding themes and philosophy. Main themes included student/teacher ratios, adoption of new blended learning programs, and the addition of specialized staff.

Chuck Daggs made a motion to approve the AB 86 Learning Plan for Gilroy Prep School. Shara Hegde seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Nora Crivello	Aye
John Flaherty	Aye

Roll Call

Ian Connell	Aye
Dena Koren	Aye
Victor Paredes-Colonia	Aye
Shara Hegde	Aye
Chuck Daggs	Aye
JP Anderson	Aye
Fiaau Ohmann	Absent

Chuck Daggs made a motion to approve the AB 86 Learning Plan for Hollister Prep School.

JP Anderson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

JP Anderson	Aye
Nora Crivello	Aye
Dena Koren	Aye
John Flaherty	Aye
Chuck Daggs	Aye
Shara Hegde	Aye
Fiaau Ohmann	Absent
Ian Connell	Aye
Victor Paredes-Colonia	Aye

Ian Connell made a motion to approve the AB 86 Learning Plan for Watsonville Prep School.

Chuck Daggs seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

John Flaherty	Aye
Victor Paredes-Colonia	Aye
JP Anderson	Aye
Chuck Daggs	Aye
Fiaau Ohmann	Absent
Ian Connell	Aye
Shara Hegde	Aye
Dena Koren	Aye
Nora Crivello	Aye

B. Public Review of 2021-22 LCAP

K. Sved explained the purpose of the agenda item. A. Ortiz provided a review of related documents and procedures. I. Connell asked a question about goal-setting terminology and K. Sved provided additional information. The board chair thanked A. Ortiz for her work on the LCAP.

III. Closing Items

A. Adjourn Meeting

N. Crivello requested that a copy of the Navigator Schools Strategic Plan be placed in the board documents section of Board On Track for ready reference. D. Koren recommended a review of the plan in light of the impact of the COVID-19 pandemic, and N. Crivello expressed a similar interest in reviewing the organizational mission.

J. Flaherty proposed that the meeting be adjourned in honor of the victims and families of the recent tragic event in San Jose, California.

Chuck Daggs made a motion to adjourn the meeting in honor of the victims and families of the recent tragedy in San Jose.

Victor Paredes-Colonia seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Ian Connell	Aye
Victor Paredes-Colonia	Aye
John Flaherty	Aye
Nora Crivello	Aye
Shara Hegde	Aye
Fiaau Ohmann	Absent
JP Anderson	Aye
Chuck Daggs	Aye
Dena Koren	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:35 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Approve Minutes from Previous Regular Board Meeting

Section:	I. Opening Items
Item:	E. Approve Minutes from Previous Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for NS Board Meeting on April 20, 2021

APPROVED



Navigator Schools

Minutes

NS Board Meeting

Date and Time

Tuesday April 20, 2021 at 6:00 PM

This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

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efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Directors Present

Chuck Daggs (remote), Dena Koren (remote), Fiaau Ohmann (remote), Ian Connell (remote), JP Anderson (remote), John Flaherty (remote), Nora Crivello (remote), Shara Hegde (remote), Victor Paredes-Colonia (remote)

Directors Absent

None

Guests Present

Sean Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Tuesday Apr 20, 2021 at 6:03 PM.

C. Public Comments

There were no public comments.

D. Approve Minutes from Board Meeting: February 2, 2021

JP Anderson made a motion to approve the minutes from NS Board Meeting on 02-02-21.

Victor Paredes-Colonia seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

JP Anderson	Aye
Nora Crivello	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
John Flaherty	Aye
Victor Paredes-Colonia	Aye
Chuck Daggs	Abstain
Shara Hegde	Abstain
Dena Koren	Abstain

E.

Approve Minutes from Board Meeting: March 4, 2021

Nora Crivello made a motion to approve the minutes from NS Special Board Meeting on 03-04-21.

Ian Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Nora Crivello	Aye
JP Anderson	Aye
Shara Hegde	Abstain
John Flaherty	Aye
Ian Connell	Aye
Chuck Daggs	Abstain
Fiaau Ohmann	Aye
Dena Koren	Abstain
Victor Paredes-Colonia	Aye

F. Approve Minutes from Board Meeting: March 29, 2021

JP Anderson made a motion to approve the minutes from NS Special Board Meeting on 03-29-21.

Fiaau Ohmann seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Shara Hegde	Abstain
Dena Koren	Abstain
Victor Paredes-Colonia	Aye
Chuck Daggs	Abstain
Ian Connell	Aye
John Flaherty	Aye
Nora Crivello	Aye
Fiaau Ohmann	Aye
JP Anderson	Aye

II. Academics

A. Academic Success Committee Report

I. Connell reviewed the main topics of the latest Academic Success Committee meeting, including student wellness, Social Emotional Learning (SEL), assessments, and expansion of in-person instruction. Board members asked questions about these topics, specifically in relation to student, parent/guardian, and teacher perspectives and emotions regarding the prospect of returning to learning at school; summer school; and safety awareness.

B. Expanded In-Person Instruction Update

K. Sved described the team effort to launch hybrid schooling. He highlighted the complexities of the task, preparations, reopening activities, and related celebrations at school sites. He listed safety measures, reviewed high attendance rates, and thanked A. Ortiz and the operations staff.

K. Carr presented recent information on COVID-19 variants and infection rates. She reviewed related implications for planning for the 2021-22 school year. Board members asked clarifying questions that were answered by staff members. J. Flaherty thanked the staff for their comments and applauded the high attendance figures.

C. Approval of MAP as an Alternative to the 2020-21 SBAC

J. Dent explained the federal waiver pertaining to statewide summative testing for the 2020-21 school year due to COVID-19. He shared his recommendation regarding NWEA MAP (Measure of Academic Progress) as an end-of-year assessment in place of SBAC. He shared his observations of students at work at the school sites and answered questions from board members.

Chuck Daggs made a motion to utilize MAP in place of SBAC in 2020-21.

Ian Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Nora Crivello	Aye
Victor Paredes-Colonia	Aye
Dena Koren	Aye
JP Anderson	Aye
Fiaau Ohmann	Aye
Ian Connell	Aye
Chuck Daggs	Aye
Shara Hegde	Aye
John Flaherty	Aye

III. Governance

A. Governance Committee Report

J. Flaherty reviewed the agenda topics discussed during the latest meeting of the committee.

B. Development Goals and Strategies

J. Flaherty outlined a chronology of board focus areas and priorities, incorporating the development of the 407 Main Street project in Watsonville and the onset of the COVID-19 pandemic. He framed and launched a discussion among board members that included: the consideration of potential development strategies and development consultants; structures for and roles of potential advisory committees; scope and workflow of the board and board committees, including advisory committees; potential formal and

informal roles of prior board members; logistics for meetings and other participation; and potential focus areas and staff resources for development efforts.

C. Board Committee Assignments

J. Flaherty advised members to explore their interests in participating in one or more board committees in 2021-22. He will be contacting board members individually to discuss board committee assignments (adhering to requirements of the Brown Act).

D. Scheduling of Special Board Meeting

K. Sved explained the purpose of the special meeting. Members chose a meeting date and time (May 27, 2021, at 3:00 PM).

E. Possible Rescheduling of June 15 Regular Board Meeting

Due to a scheduling conflict associated with the original date of the June 25, 2021 board meeting, the board chose a new date for the meeting: June 14, 2021.

F. 2021-22 Board Meeting Calendar

J. Flaherty encouraged board members to review the proposed calendar of 2021-22 board meeting dates and to identify and report potential scheduling conflicts if any.

IV. Business and Finance

A. Finance Committee Report

V. Paredes-Colonia thanked Dena Koren for observing the most recent committee meeting. He reviewed positive financial figures. Members asked clarifying questions regarding cash on hand and the Payroll Protection Program (PPP).

B. 2021-22 Draft LCAP

V. Paredes-Colonia provided a brief explanation of the LCAP and next steps for the board related to final approval of the document. Members and staff discussed potential staff positions and related funding in support of promoting student success in 2021-22.

C. 2021-22 Preliminary Budget

A. Ortiz presented a recommendation to increase staff salaries and reviewed preliminary 2021-22 budget numbers. She shared recent state budget planning revisions and explained the budgeting process for Navigator Schools. She shared 2021-22 budget assumptions and key calculations including cost of living, funding related to student demographics, various funding sources and formulae, and salaries and benefits (including potential new positions). Board members asked questions, offered guidance regarding specific budget metrics, and discussed competitive wages and staff retention.

D.

407 Main Street Update

K. Sved shared that the 407 Main Street project is on-budget and a little bit ahead of schedule. He shared photos of the site's interior and exterior, highlighted key features, and explained next steps.

V. Consent Agenda

A. Consent Agenda

N. Crivello commented upon the Wellness Policy. She asked clarifying questions, and these were addressed by B. Moeller and A. Ortiz. Members discussed next steps, including the potential development of a new annual report on the policy and its outcomes.

Chuck Daggs made a motion to approve the consent agenda.

JP Anderson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

John Flaherty	Aye
Fiaau Ohmann	Aye
JP Anderson	Aye
Ian Connell	Aye
Dena Koren	Aye
Victor Paredes-Colonia	Aye
Nora Crivello	Aye
Chuck Daggs	Aye
Shara Hegde	Aye

VI. Closing Items

A. Adjourn Meeting

Nora Crivello made a motion to adjourn the meeting.

Victor Paredes-Colonia seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Fiaau Ohmann	Aye
Ian Connell	Aye
Victor Paredes-Colonia	Aye
JP Anderson	Aye
Dena Koren	Aye
Nora Crivello	Aye
Shara Hegde	Aye
Chuck Daggs	Aye
John Flaherty	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:12 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Academic Success Committee Report

Section:	II. Academics
Item:	A. Academic Success Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	2021_06_09 Academic Comm Minutes.pdf

DRAFT



Navigator Schools

Minutes

Academic Success Committee Meeting

Date and Time

Wednesday June 9, 2021 at 3:00 PM

Location

Zoom

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#).

Committee Members Present

I. Connell (remote)

Committee Members Absent

J. Anderson

Guests Present

C. Toriumi (remote), J. Dent (remote), M. Alatorre Alnas (remote), S. Martin (remote), S. Waller (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

I. Connell called a meeting of the Academic Success Committee of Navigator Schools to order on Wednesday Jun 9, 2021 at 3:05 PM.

C. Approve Minutes from Prior Meeting

This agenda item will be carried over into the next meeting of the committee in July, 2021.

II. Academic Topics

A. Reflection on the Year

Multiple staff members presented information, data, and guiding questions focusing on components of academics and social-emotional learning over the course of the 2020-21 school year. The main topics were: Panorama surveys and NWEA MAP. Presenters guided attendees through interactive analysis activities.

B. Academic Priorities

Staff members proposed and explained five academic priority areas for the 2021-22 school year. The priorities reviewed were: Love of Reading, Relaunching Thinking Maps for Writing, Every Teacher Spirals Every Day (Math), and Launching Benchmark Science Assessments.

C. Learning Loss Mitigation

This agenda item was not addressed during the meeting.

III. Closing Items

A. Schedule Next Meeting

J. Dent will reach out to members to schedule the date and time for the next meeting (to take place sometime in July).

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:02 PM.

Respectfully Submitted,
S. Martin

Coversheet

2021-22 Plans for Navigator Schools

Section:	II. Academics
Item:	B. 2021-22 Plans for Navigator Schools
Purpose:	FYI
Submitted by:	
Related Material:	<ol style="list-style-type: none">1. 2021-22 Planning Memo.pdf2. Model-Providing Update.pdf



Date: June 11, 2021
 To: Board of Directors
 From: Kevin Sved, CEO
 Subject: Planning for 2021-22

Full Return to On-Site Instruction in 2021-22

Navigator is planning a full in-person return to the school sites for 2021-22, per guidance from the California Department of Public Health. We are planning to return to full classrooms of approximately 30 students per class, four days per week, for full-day instruction on Mondays, Tuesdays, Thursdays and Fridays. We will resume the minimum day schedule on Wednesdays for staff professional development and instructional planning. We are planning for the continuance of safety protocols related to COVID-19, including wearing of face coverings, sanitization, ventilation, limiting visitors on campus, and monitoring procedures for symptomatic students and staff. We will continue to monitor the latest changes and update our protocols as appropriate.

Consideration of Continuing Distance Learning or Providing Independent Study

The distance learning flexibility afforded public schools to respond to the COVID-19 crisis expires June 30, 2021. At this time it seems unlikely that the state will extend distance learning flexibility into 2021-22 despite ongoing concerns from some parents regarding COVID-19. State guidance at this time is for school districts and charter schools to consider providing independent study options for students whose parents are not ready to send them back to campus. Concurrently, the state approved new independent study regulations, making it more difficult for schools to meet independent study compliance standards compared to pre-COVID regulations.

To date we only have one family who has requested distance learning for 2021-22. While Navigator has provided independent study support to families for short-term situations like emergency family-related travel, we have not provided a full-year of independent study. Given the apparent low level of demand for independent study from parents, the compliance complexities of independent study, and the significant administrative and instructional lifts required to provide a strong, effective, and compliant independent study program, staff is not planning to provide full-time independent study options at this time.

Staff will continue to monitor any changes to the state's new guidelines for independent study compliance standards and possible extension of distance learning flexibility and will adjust accordingly. Given the remote learning strengths Navigator has developed over the last 15 months, exploring a robust independent study program akin to the distance learning model provided by Navigator could be an interesting strategic direction to explore in the post-pandemic educational environment. However, any such program development planning requires a significant investment of time and resources.

Watsonville Prep School (WPS) Facilities and 407 Main Street

The construction project at 407 Main Street is ahead of schedule and on budget. The targeted occupancy date is September 17, ahead of the mid-October deadline agreed upon in the construction contract with Swenson Builders. Unfortunately, this will require WPS to begin the instructional year on split-site campuses provided by Pajaro Valley Unified School District through Proposition 39.

In order to accommodate the growth of WPS, which is adding one Transitional Kindergarten (TK) class, bringing in a new class of kindergarteners, and growing to Fourth Grade (an expected increase of 85 new students), WPS will be relocating its current main office functions from an existing portable classroom to a temporary space so that the current offices can be converted into classrooms. The operations and IT teams are ready for the challenge ahead.

We are very excited to bring the entire WPS team together on a single campus next fall. Tours of 407 Main will be provided to parents and staff on June 17 and June 18. Please let me know if you are interested in joining or finding another time that would be convenient for you to tour.

Celebrating 10 Years

In 2011, a small group of dedicated educators fought to provide a top quality educational choice for Gilroy's most vulnerable students, and now that dream has reached ten years of age. Staff is currently planning opportunities and activities throughout the year to highlight this special accomplishment. These activities will be shared with the board as they are scheduled. Included in the possible array of celebrations will be highlights of Navigator alumni, outreach to local and national media, an anniversary gala event, a formal report of successes, and presentations at authorizing districts.

Academic Priorities

Academic leaders reviewed goals and outcomes for 2020-21 and planned priorities for 2021-22. Three priorities for the next school year are: (1.) strengthening English language arts best practices with a focus on writing and nurturing a love of reading; (2.) strengthening best practices in mathematics, with a focus on math fluency and daily practice of the spiraling math standards; and (3.) solidifying science instruction, including codification of the scope and sequence, as well as assessments for Grades 3-8.

Dissemination

Navigator has been providing training and support to other public schools, traditional and charter, focusing on the implementation of core components of Navigator's proven model. Please see the attached model-providing update from Crystal Toriumi, Model Implementation Coordinator, and James Dent, Chief Academic Officer.


Graduate Aims

To stamp and highlight all of the hard work and preparation students complete throughout their Navigator educational career, the 2021-2022 school year will include the launch of formal graduate aims. These aims are the product of months of conversations and work with Transcend Education to help Navigator fulfill its mission of *preparing learners and leaders in high school, college, and beyond*. The rollout of the graduate aims will be deliberate and focused, with



efforts to ensure staff, students, and families understand that our academic trajectory has not changed; rather, it is being strengthened by alignment to graduate outcomes that will prepare our students for the future. We will continue to share the rollout of the graduate aims (Table 1) with the board as we continue to implement this carefully coordinated project.

Table 1. Navigator Graduate Aims

NAVIGATOR GRADUATE AIMS




To navigate an unknown and complex future, Navigator Learner and Leaders are:




Creative Problem-Solvers


Are solutions-oriented and tackle problems with a range of analysis and synthesis strategies and resources to create optimal solutions.



Courageous Change-Makers


Are grounded in their values so that they can advocate for themselves and for others as we work to make a positive impact on our community and realize our visions for a better tomorrow.






Continual Improvers

Embrace a culture of error with a growth mindset, persist through challenge, and reflect on areas of strength and opportunity so that they can proactively pursue their goals.



Academic Scholars

Have foundational literacy and mathematical skills, and knowledge of the world that will support their ability to apply their skills to fully understanding a topic or completing a task.



Collaborative Teammates

Have skills, motivation, and an optimistic outlook to be a supportive and engaged teammate invested in our shared success.

We are grateful for the support of the Board of Directors, particularly during the often strenuous and challenging times of the last fifteen months. We look forward to a new school year that brings Navigator students, families, and our dedicated Board of Directors together in person.



Date: June 4, 2021

To: Navigator Schools Board of Directors

From: James Dent, CAO and Crystal Toriumi, Model Implementation Coordinator

Subject: Model Providing Update

Objectives

1. The Board will receive grant updates.
2. The Board will be briefed on work with our current partner schools.
 - a. MOUs for 2021-22
 - b. End of year survey data
 - c. Key learnings from 2020-21
3. The Board will be briefed on next steps for model providing.

Grant Update

On December 4, 2020, Navigator received a grant from the Charles and Helen Schwab Foundation in the amount of \$250,000, with the purpose of increasing Navigator's impact through model providing partnerships. The grant award of \$250,000 is for a one-year period and will help to sustain our model-providing efforts through the 2021-22 school year. The funds received from the Schwab grant have allowed Navigator to pay for salaries that benefit our partner schools as well as that of our own Navigator schools through professional development and coaching.

Current Partnership Work

MOUs for 2021-22

All of the current Navigator partner schools have signed up for another year of partnership, and each organization's CEO has voiced excitement to continue their work with Navigator during the 2021-22 school year!

Navigator partnership schools for 2021-22:

- **GEM Prep (five schools)**
- **Hayward Collegiate Charter School (one school)**
- **Yu Ming (two schools)**

End of Year Survey Data

Navigator administered the end-of-year partnership survey during the first week of June (see attachment for raw survey data). Of the eight school leadership team members who participated in the survey:

- 100% agreed or strongly agreed that their partnership with Navigator positively impacted their leadership practices,
- 83% found the Educational Leadership Team meetings to be extremely valuable,

- 100% found the weekly principal/principal manager meetings to be valuable or extremely valuable, and
- 85% would strongly recommend a Navigator partnership to other organizations who want to improve their school program.

Comments in the survey listed some of Navigator's top strengths as being: the team's ability to support strategic work, their depth of knowledge, organization, personalization and collaboration. Two suggestions for growth areas were having in-person site walkthroughs at the beginning of the year to stamp the model, as well as furthering our work around Diversity, Equity, and Inclusion (DEI).

The model providing team is proud of the June survey results, as it shows overall satisfaction with the partnership services Navigator is providing. The team also appreciates the pushes as we strive to improve the Navigator model-providing program.

The model-providing team is planning to perform school visits during the month of September to all 2021-22 partner schools, which will include school walkthroughs. We will also be hosting a summer book study on *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond, and reflecting on how we may use lessons learned to support future DEI work with partner schools, as well as within Navigator.

Key Learnings from 2020-21

Successes

- Optimal partnership success is achieved when the principal manager and principals directly collaborate with the model-providing team. This allows for big picture, strategic planning and "boots on the ground" implementation to occur simultaneously.
- In-person visits are extremely beneficial to ensuring successful implementation of the academic model.
- Creating model classrooms with a small number of pilot teachers at each site was a successful strategy at GEM Prep. The pilot classroom strategy will be applied to future Navigator partnerships in their Year 1 of implementation.

Challenges

- Wonderful Prep hired a new CEO at the beginning of 2020-21. The CEO decided not to continue the Navigator partnership in 2021, contrary to both site principals' requests to continue. The model-providing team acknowledges the challenge of new leadership (especially at the CEO level) arriving midyear who may not have an aligned partnership vision with Navigator.
- The global pandemic presented challenges in terms of growing our partnership network. All of our partnerships up to this point have resulted from school leaders visiting Navigator Schools and seeing our great practices in the classrooms. The model-providing team sought new strategies to grow partnerships this year, and we are also looking forward to once again welcoming Navigator visitations in 2021-22.

Next Steps for Partnership Development

Navigator will implement the following strategies to further our model providing efforts:

- We will continue to provide high-quality services to our current partners through coaching and site visits. We will continue to seek ongoing feedback on partnership satisfaction via informal conversations and formalized surveys. We will use that information to tailor our services to best fit the needs of our partners.
- Navigator is opening up teacher and leadership [summer professional development](#) workshops to all educators, free of charge. The intent is to share Navigator's best practices with educators across the state and to open the doors for future partnerships.
- The team will continue to map demand, assess current partners' willingness to increase spending to meet costs, and develop a strategic marketing plan to attract new partnerships.

We look forward to keeping the Board informed as we continue our model-providing work in the 2021-22 school year.

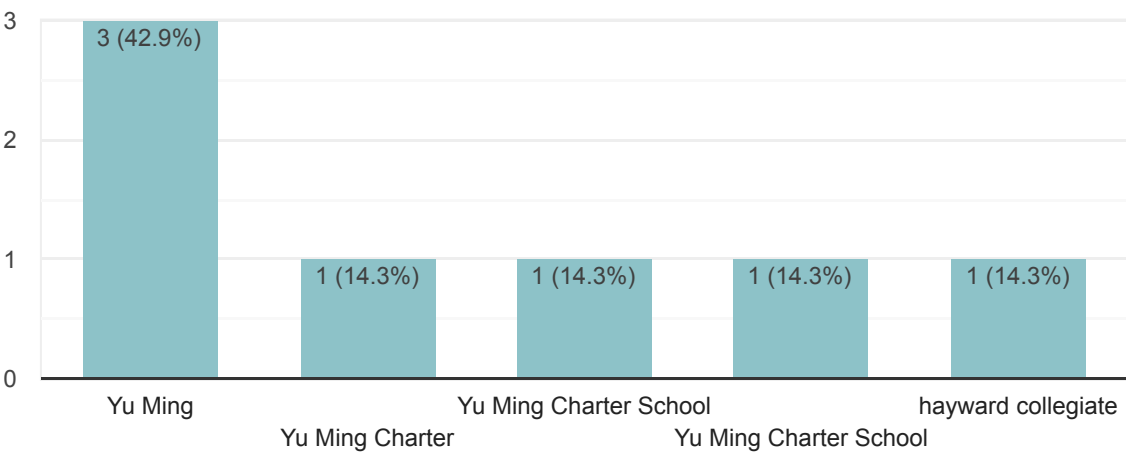
Navigator Partnership Feedback- June 2021

7 responses

[Publish analytics](#)

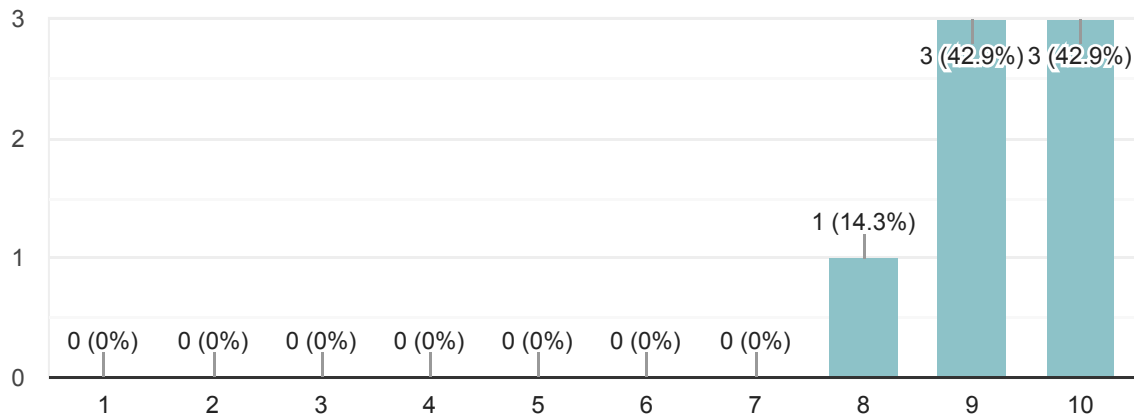
Please share your organization:

7 responses



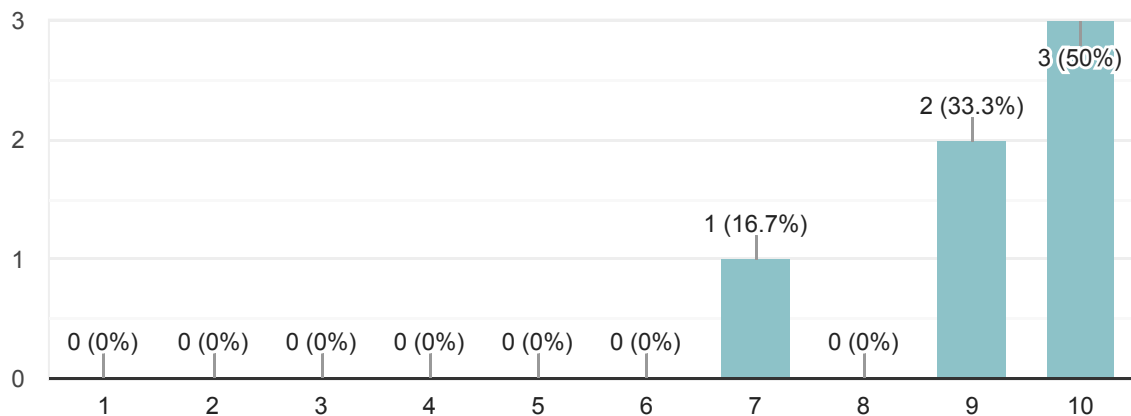
To what extent has your partnership with Navigator positively impacted your educational leadership practices?

7 responses



On a scale of 1-10, how valuable do you find the weekly ELT Collaborative Video Review meeting?

6 responses



If your ranking for the weekly ELT Collaborative Video Review meeting was 6 or lower, please share ways to improve these interactions

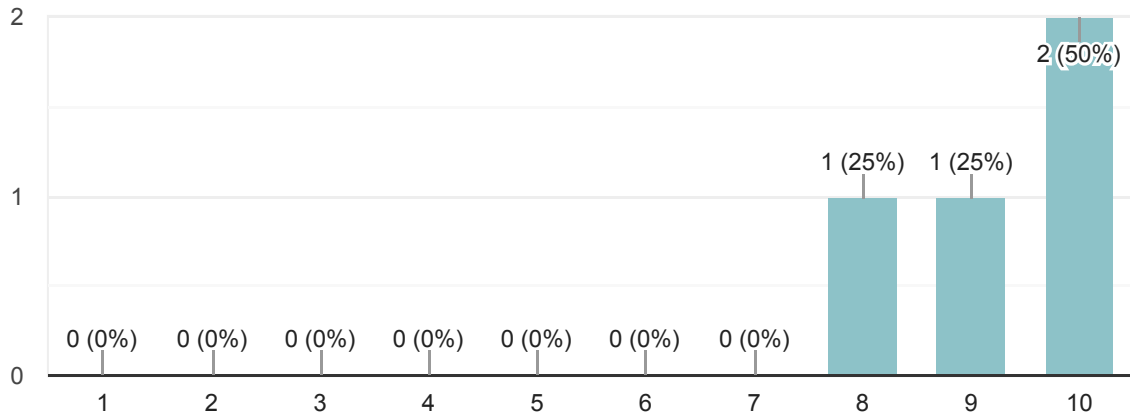
0 responses

No responses yet for this question.



On a scale of 1-10, how valuable do you find our weekly Principal/Principal Manager weekly meeting? (please only answer if you attend the Principal/Principal Manager meeting)

4 responses



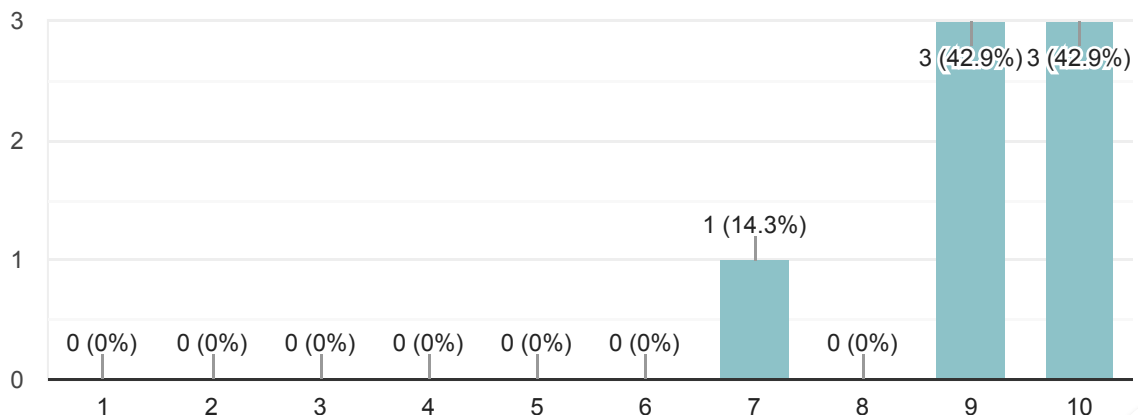
If your If your ranking for the Principal/Principal Manager meeting was 6 or lower, please share ways to improve these interactions

0 responses

No responses yet for this question.

How likely would be to recommend a Navigator partnership to another organization wanting to improve their school program?

7 responses



Why or why not?

5 responses

Navi has figured out a lot of things and has systems down. I feel like their expertise and coaching has helped me grow as a leader.

I have learned a lot from weekly coaches meeting with Navi this year about how to generate what and how action steps for my coachees, learn from other coaches how to provide effective support for their coachees.

A little bit depends on matching - the Navi structure is very tied to Relay/TLAC and not all schools use those for coaching. Otherwise, I would recommend.

I find the collaboration very impactful especially with Crystal's warmth and expertise

Navi has a good mix of plug and play practices like ELT meetings that help new orgs shift their academic culture.

What are the top two strengths of Navigator's partnership team?

5 responses

Flexibility, depth of knowledge

Organized and resourceful

Personalization - meeting our needs and being willing to adapt/be flexible. Modeling - your team doesn't recommend/suggest anything without demo-ing, sharing video and resources to support.

Both Crystal and James are super resourceful and strategic! It's been super helpful to discuss the coaching system with them this year. The in person walkthrough was also very impactful -- helped to build buy in with our leadership team

The individuals - Crystal is amazing!



What are the top two areas of growth for Navigator's partnership team?

3 responses

Find a way to do a live walkthrough experience with partners at the beginning of the year to stamp the model (that was really strong, and stamped in a way PD sessions did not, a very tangible "See It" for the model). Can't think of another push at this moment.

I cannot think of anything right now! It's been a great experience

DEI work...almost all leadership is Caucasian so just ensuring they are equipped to handle urban environments where the school demographics is not the same or with school leaders of color

Is there anything else you would like to share about your partnership with Navigator?

1 response

You're amazing and Im so grateful to be a partner here

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Google Forms



Coversheet

2021-22 Local Indicator Reports

Section:	II. Academics
Item:	C. 2021-22 Local Indicator Reports
Purpose:	FYI
Submitted by:	
Related Material:	2021-22 Local Indicators Memo Reports.pdf



Date: June 11, 2021
To: Board of Directors
From: Kevin Sved, CEO
Subject: Local Indicators

Local indicators must be reported to the governing body in conjunction with the adoption of the Local Control Accountability Plan (LCAP).

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

The attached documents describe the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators. Additionally, the completed Local Indicators report is attached for Gilroy Prep, Hollister Prep, and Watsonville Prep.

This report does not require board approval.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Navigator Schools - GPS	Kirsten Carr, Director of Engagement & Partnerships	Kirsten.carr@navigatorschools.org 831-217-4883

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers at this School	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards			x		
Physical Education Model Content Standards				x	
Visual and Performing Arts		x			
World Language		x			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered					x

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					x
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				x	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			x		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				x	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Navigator Schools' commitment to family engagement is foundational to its success and includes regular written communication through ParentSquare and Facebook page announcements. Parents also attend monthly parent coffees, and during this past year several all family town halls. We also do home visits and offer classes for parents on a variety of subjects. Our area of improvement is actively engaging families of all cultures and backgrounds.

Building Partnerships for Student Outcomes

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			x		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				x	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Navigator utilizes parent/teacher conferences, parent portals for easy access to student progress, and staff members often call parents for daily check-ins on student areas of focus. Navigator can definitely improve its proactive education of parental and student rights.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				x	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parent engagement is a strong focus of Navigator and town halls are held before making big decisions (facility changes, COVID related protocols, etc..) as well as surveys conducted and parent coffees. Families can also get involved through School Site Council or the designated GPS parent representative spot on the board of directors. Navigator can continue to grow in the area of evaluating family engagement activities.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

GPS measures school climate through the Panorama SEL Student survey. It is administered three times per year for all students grades 3-8 with between **90 and 100% participation rates**. The main focus areas are students' social awareness (understanding and responding to the feelings of others), grit (the ability to set and achieve goals), self-efficacy (students belief in their academic achievement), and emotional regulation (how well they can manage their own emotions). Based on the recent results the Educational Leadership Team (ELT) decided to focus on the self-efficacy and emotional regulation of the 3rd - 5th grades, with special attention paid to the discrepancies in the EL / EO / RFEP populations.

Additionally, Navigator has been aware of the COVID related social emotional needs of students and have incorporated mood meters into community meeting time, added more opportunities to speak with staff on academic and non-academic concerns, and will continue these activities throughout the 2021-2022 school year as well.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions

will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?(response limited to 1,500 characters)

Data is one of Navigator's five compass points showing its importance to the organization and the staff. Coaches and instructional staff review individual student data weekly in the coaching / feedback meetings, monthly at grade level data meetings, and teachers are reviewing the data daily to recalibrate a lesson if needed. Data is used to create homogeneous small groups, and to determine placement in intervention academies. Data is reviewed by subgroups to ensure Navigator is continuing to reduce or eliminate the achievement gap for traditionally underserved and vulnerable populations.

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount in time in ELA and math. While the past year during COVID dictated distance learning made additional areas of study **difficulty**, traditionally Navigator students participate in PE, History / Social Studies, Science, and a variety of enrichment programs throughout the week.

The lack of space on our current campuses provides challenges to extra-curricular activities, such as band and music, but middle school students do have access to a variety of after school athletic activities.

The effects of the pandemic illustrated the strong social emotional needs our students have and Navigator will ensure the academic program incorporates activities to meet the many challenges we are all facing after this past 18 months.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Navigator Schools - HPS	Kirsten Carr, Director of Engagement & Partnerships	Kirsten.carr@navigatorschools.org 831-217-4883

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

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- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

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The performance standards for the local performance indicators are:

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The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers at this School	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards			x		
Physical Education Model Content Standards				x	
Visual and Performing Arts		x			
World Language		x			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered					x

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					x
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				x	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			x		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				x	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			x		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				x	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Navigator utilizes parent/teacher conferences, parent portals for easy access to student progress, and staff members often call parents for daily check-ins on student areas of focus. Navigator can definitely improve its proactive education of parental and student rights.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				x	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parent engagement is a strong focus of Navigator and town halls are held before making big decisions (facility changes, COVID related protocols, etc..) as well as surveys conducted and parent coffees. Families can also get involved through School Site Council or the designated HPS parent representative spot on the board of directors. Navigator can continue to grow in the area of evaluating family engagement activities.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

HPS measures school climate through the Panorama SEL Student survey. It is administered three times per year for all students grades 3 - 8 with between 90 and 100% participation rates. The main focus areas are students' social awareness (understanding and responding to the feelings of others), grit (the ability to set and achieve goals), self-efficacy (students belief in their academic achievement), and emotional regulation (how well they can manage their own emotions). Based on recent results the Educational Leadership Team (ELT) decided to focus on the self-efficacy and emotional regulation of the 3rd - 5th grades, with special attention paid to the discrepancies in the EL / EO / RFEP populations.

Additionally, Navigator has been aware of the COVID related social emotional needs of students and incorporated mood meters into community meeting time, added more opportunities to speak with staff on academic and non-academic concerns, and will continue these activities throughout the 2021-2022 school year as well.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions

will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?(response limited to 1,500 characters)

Data is one of Navigator's five compass points showing its importance to the organization and the staff. Coaches and instructional staff review individual student data weekly in the coaching / feedback meetings, monthly at grade level data meetings, and teachers are reviewing the data daily to recalibrate a lesson if needed. Data is used to create homogeneous small groups, and to determine placement in intervention academies. Data is reviewed by subgroups to ensure Navigator is continuing to reduce or eliminate the achievement gap for traditionally underserved and vulnerable populations.

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount in time in ELA and math. While the past year during COVID dictated distance learning made additional areas of study difficulty, traditionally Navigator students participate in PE, History / Social Studies, Science, and a variety of enrichment programs throughout the week.

The lack of space on our current campuses provides challenges to extra-curricular activities, such as band and music, but middle school students do have access to a variety of after school athletic activities.

The effects of the pandemic illustrated the strong social emotional needs our students have and Navigator will ensure the academic program incorporates activities to meet the many challenges we are all facing after this past 18 months.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Navigator Schools -WPS	Kirsten Carr, Director of Engagement & Partnerships	Kirsten.carr@navigatorschools.org 831-217-4883

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers at this School	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards			x		
Physical Education Model Content Standards				x	
Visual and Performing Arts		x			
World Language		x			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered					x

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					x
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				x	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			x		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				x	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Navigator Schools' commitment to family engagement is foundational to its success and includes regular written communication through ParentSquare and Facebook page announcements. Parents also attend monthly parent coffees, and during this past year several all-family town halls. We also do home visits and offer classes for parents on a variety of subjects. Our area of improvement is actively engaging families of all cultures and backgrounds.

Building Partnerships for Student Outcomes

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			x		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				x	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Navigator utilizes parent/teacher conferences, parent portals for easy access to student progress, and staff members often call parents for daily check-ins on student areas of focus. Navigator can definitely improve its proactive education of parental and student rights.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				x	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parent engagement is a strong focus of Navigator and town halls are held before making big decisions (facility changes, COVID related protocols, etc..) as well as surveys conducted and parent coffees. Families can also get involved through School Site Council or the designated HPS parent representative spot on the board of directors. Navigator can continue to grow in the area of evaluating family engagement activities.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

WPS measures school climate through the Panorama SEL Student survey. It is administered three times per year for all students in grades 3+ with between 90 and 100% participation rates. As WPS is growing a grade each year, 3rd grade is the current highest grade.

Students participate in weekly community meetings structured using SEL focused curriculum. During this COVID-year, meetings were held often with students identifying feelings using a mood meter. If students needed additional time to discuss struggles or challenges, they would meet with staff in breakout rooms. Small groups of students were also brought on campus for on-site distance learning support throughout the distance learning year.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions

will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?(response limited to 1,500 characters)

Data is one of Navigator's five compass points showing its importance to the organization and the staff. Coaches and instructional staff review individual student data weekly in the coaching / feedback meetings, monthly at grade level data meetings, and teachers are reviewing the data daily to recalibrate a lesson if needed. Data is used to create homogeneous small groups, and to determine placement in intervention academies. Data is reviewed by subgroups to ensure Navigator is continuing to reduce or eliminate the achievement gap for traditionally underserved and vulnerable populations.

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount in time in ELA and math. While the past year during COVID dictated distance learning made additional areas of study difficulty, traditionally Navigator students participate in PE, History / Social Studies, Science, and a variety of enrichment programs throughout the week.

The lack of space on our current campuses provides challenges to extra-curricular activities, such as band, music, etc...but middle school students do have access to a variety of after school athletic activities.

The effects of the pandemic illustrated the strong social emotional needs our students have and Navigator will ensure the academic program incorporates activities to meet the many challenges we are all facing after this past 18 months.

Coversheet

Finance Committee Report

Section:	III. Finance
Item:	A. Finance Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	2021_06_07 Fin Comm Minutes.pdf

DRAFT



Navigator Schools

Minutes

Finance Committee Meeting

Date and Time

Monday June 7, 2021 at 3:00 PM

Location

Remote via Zoom

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#). An archive of board meeting minutes is available for public view at the Navigator Schools, 650 San Benito Street, Suite 230, Hollister CA 95023.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to Sean Martin, Executive Assistant to the CEO. Contact: (831) 217-4894 smartin@navigatorschools.org

Committee Members Present

N. Crivello (remote), V. Paredes-Colonia (remote)

Committee Members Absent

None

Guests Present

A. Ortiz (remote), D. Koren (remote), Emmanuel Villagomez (remote), K. Sved (remote), S. Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

V. Paredes-Colonia called a meeting of the Finance Committee of Navigator Schools to order on Monday Jun 7, 2021 at 3:01 PM.

C. Approve Minutes from Previous Meeting

N. Crivello made a motion to approve the minutes from Finance Committee Meeting on 04-08-21.

V. Paredes-Colonia seconded the motion.

The committee **VOTED** to approve the motion.

Roll Call

N. Crivello Aye

V. Paredes-Colonia Aye

II. Business and Finance

A. Proposed 2021-22 Budget and Projections

A. Ortiz introduced Emmanuel Villagomez, the new NS Finance Analyst. A. Ortiz elicited questions from the committee about the budget. D. Koren expressed interest in exploring alignment between budget development and organizational goals as expressed in the strategic plan. Members also discussed the role of yearly budget reports versus three-year budget reports, and they reviewed enrollment numbers in relation to the 2021-22 budget.

B. 2021-22 LCAP Update

A. Ortiz reviewed the components of the LCAP and the latest requirements for state reporting (including updates related to the 2019-20 school year). The committee discussed synchronization between different budget templates and reports within the LCAP. Members asked clarifying questions regarding LCAP goals and responses from authorizers (if any). V. Paredes-Colonia thanked A. Ortiz for her work on the LCAP.

C. Watsonville Prep School Facilities Update

K. Sved provided updates on site construction and related timelines for Watsonville Prep School, including potential building occupation dates. He also discussed plans for the use of portables at the current WPS site. In addition, he shared upcoming dates and times for tours of 407 Main Street. The committee discussed SB 740 reimbursements, PCSGP funds, furnishings, and student technology.

III. Closing Items

A. Adjourn Meeting

N. Crivello made a motion to adjourn the meeting.

V. Paredes-Colonia seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

V. Paredes-Colonia Aye

N. Crivello Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:42 PM.

Respectfully Submitted,
S. Martin

Documents used during the meeting

- 2021-22 3YR Projections.pdf
- 2021-22 Proposed Budget.pdf
- 2019-20 LCAP Update and 2020-21 LCA Update.pdf
- 2021_22 Site LCAPs and Memo.pdf

Coversheet

2021-22 LCAP: Gilroy Prep

Section:	III. Finance
Item:	C. 2021-22 LCAP: Gilroy Prep
Purpose:	Vote
Submitted by:	
Related Material:	GPS Proposed 2021-22 LCAP.pdf



Date: June 8, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

Background

The Local Control and Accountability Plan (LCAP) documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan which is reviewed and updated annually as required by the California Department of Education. Charter schools complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The Budget Overview for Parents, LCAP, and Annual Update Template must be completed by all LEAs each year.

The LCAPs that have been developed for Gilroy Prep School, Hollister Prep School, and Watsonville Prep School include detailed information regarding the schools' performance on the California School Dashboard and goals for the next year.

The LCAP goals are below and align to Navigator's five compass points:

1. Create a culture of excellence within the school community to foster a positive school climate, promote a sense of belonging and nurture social, emotional, & academic growth.
2. All students will receive data-driven instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other CA State Standards.
3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
4. Ensure equitable access to curriculum, programs, and pathways for student success.
5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Recommendation

Staff recommends the Board to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Prep School

CDS Code: 43694840123760

School Year: 2021-22

LEA contact information:

Ami Ortiz

Director of Business & Finance

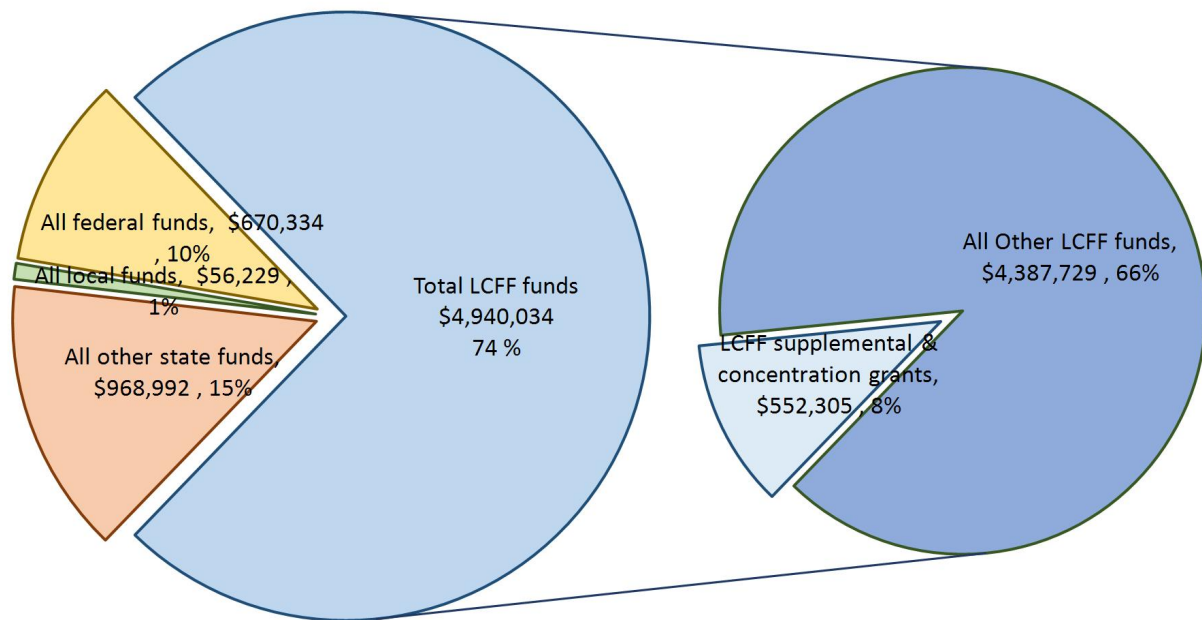
ami.ortiz@navigatorschools.org

8312174881

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



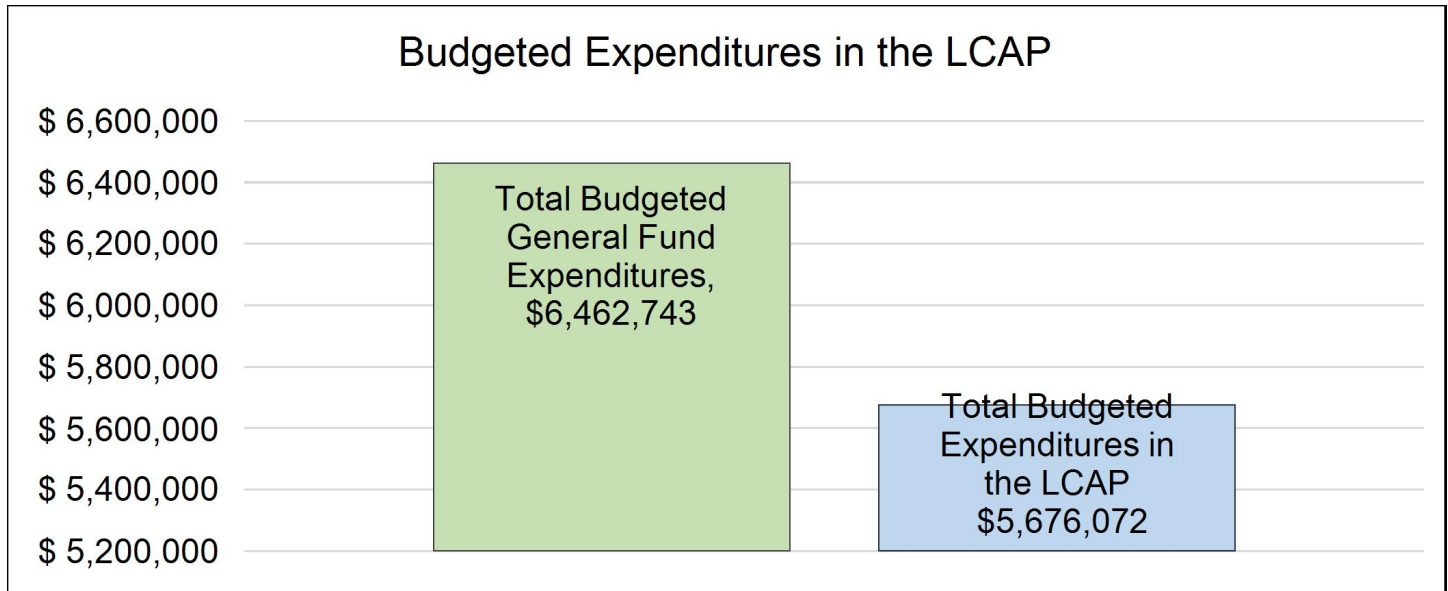
This chart shows the total general purpose revenue Gilroy Prep School expects to receive in the coming year from all sources.

The total revenue projected for Gilroy Prep School is \$6,635,589, of which \$4,940,034 is Local Control Funding Formula (LCFF), \$968,992 is other state funds, \$56,229 is local funds, and \$670,334 is federal

funds. Of the \$4,940,034 in LCFF Funds, \$552,305 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Gilroy Prep School plans to spend \$6,462,743 for the 2021-22 school year. Of that amount, \$5,676,072 is tied to actions/services in the LCAP and \$786,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

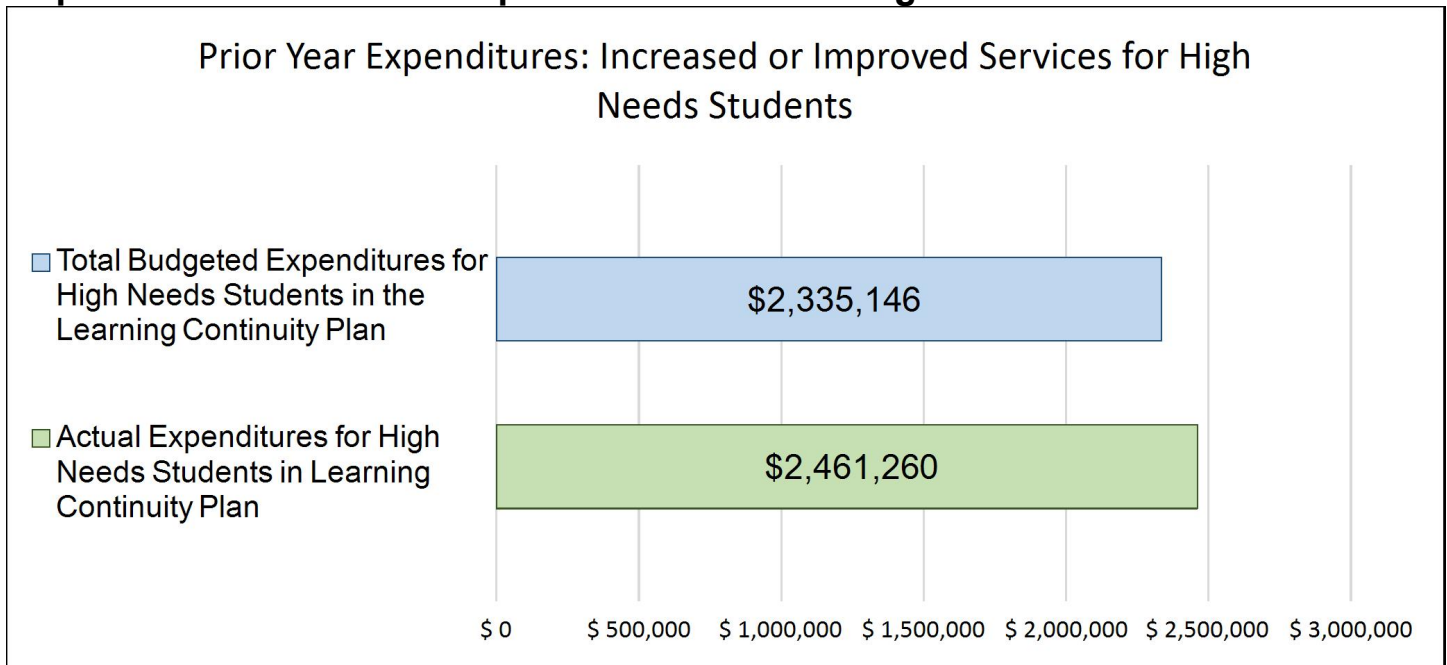
District oversight fee of 1%, consulting fees, legal fees, field trips, communications, professional development, liability insurance and payroll expenses

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

In 2021-22, Gilroy Prep School is projecting it will receive \$552,305 based on the enrollment of foster youth, English learner, and low-income students. Gilroy Prep School must describe how it intends to increase or improve services for high needs students in the LCAP. Gilroy Prep School plans to spend \$2,368,359 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Gilroy Prep School 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 Gilroy Prep School 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, Gilroy Prep School's Learning Continuity Plan budgeted \$2,335,146 for planned actions to increase or improve services for high needs students. Gilroy Prep School actually spent \$2,461,260 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Staff Surveys 19-20 Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend. Baseline In June 2019, 97% of staff felt proud to tell people where they work and 92% would recommend working at Navigator to a good friend.	98% of staff feel proud to tell people where they work and 91% would recommend working at Navigator to a good friend.
Metric/Indicator Parent Surveys 19-20 Parent Surveys - Safe and supported: 75% or better Satisfied with academic results: 75% or better Baseline	Safe and supported: 87% or better Satisfied with academic results: 92% or better

Expected	Actual
<p>In June 2019, 83.3% of parents feel their child is safe and supported on campus and 92.43% are satisfied with their child's academic results.</p> <p>Metric/Indicator Student Surveys</p> <p>19-20 Student Surveys - Survey for grades 3-8 targets:</p> <ul style="list-style-type: none"> • 75% felt proud to belong to GPS most or all of the time • 75% felt that adults at the school cared about them most or all of the time • 75% agreed that they felt safe at school <p>Baseline Survey (grade 3-8) June 2019</p> <ul style="list-style-type: none"> • 55% felt proud to belong to GPS most or all of the time • 64% felt that adults at the school cared about them most or all of the time • 65% agreed that they felt safe at school 	
<p>Metric/Indicator Suspension Rates</p> <p>19-20 Suspension Rates - Maintain baseline of less than 2%</p> <p>Baseline Less than 2%</p>	5.3%
<p>Metric/Indicator Student Attendance Rates, as a measure of student engagement</p> <p>19-20 Student Attendance Rates, as a measure of student engagement - Maintain baseline of an average of 96% of enrollment.</p>	96%

Expected	Actual
Baseline average of 96%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff Gilroy Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$577,246.00	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF 589637
Maintain an MTSS Coordinator at .45 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.	1000-Salaries 3000-Benefits 4000-Student Incentives LCFF \$49,263	45315
Gilroy Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to track the effectiveness of the implementation of restorative justice.	4000-Supplies 5000-Services LCFF \$6,890	6890
Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$468,014	505619
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	5000-Services LCFF \$756,452	756452

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Gilroy Prep School will add a 1FTE staff person focused on specialized support for middle school coaching and academics.	1000-Salaries 3000-Benefits LCFF \$99,900	99900

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Math (3-8) The change calculation of distance from standard (DFS) will increase from prior year 19-20 Will maintain or exceed baseline of +3 Baseline +3 from 2018-19 DFS	N/A
Metric/Indicator SBAC ELA (3-8) The change calculation of distance from standard (DFS) will increase from prior year 19-20	N/A

Expected	Actual
Will maintain or exceed baseline of +3	
Baseline +3 from 2018-19 DFS	
Metric/Indicator English Learner Progress 19-20 English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard. Baseline English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard.	N/A
Metric/Indicator Science & Social Studies Assessments will be added when determined by CDE 19-20 SBAC scores in 2018-19 will determine baseline for 2019-20 Baseline SBAC scores in 2018-19 will determine baseline for 2019-20	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	1000-Salaries 3000-Benefits LCFF \$1,430,895	1482588

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	1000-Salaries 3000-Benefits LCFF \$257,243	159458
Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	2000-Salaries 3000-Benefits LCFF \$367,413	331311
Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	See Goal 1, Action 5 LCFF	See Goal 1, Action 5 0
Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.	See Goal 1, Action 5	See Goal 1, Action 5 0
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	4000-Supplies 5000-Services LCFF \$110,379	113398
Gilroy Prep School will continue to implement standards bases physical education and instruction in grades K-8.	2000-Salaries 3000-Benefits 4000-Supplies LCFF \$98,633	109978

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20	Weekly coaching for administrators an average of 20 times a school year

Expected	Actual
Maintain or exceed baseline Baseline Weekly coaching for administrators an average of 20 times a school year	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.	See Goal 1, Action 1	See Goal 1, Action 1 0
Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.	See Goal 1, Action 5	See Goal 1, Action 5 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 99% of all Students will be placed in inclusive environment 19-20 99% or better Baseline 99%	99%
Metric/Indicator 99% of Students not meeting standards on SBAC who receive intervention support 19-20 99% or better Baseline 99%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	1000-Salaries 2000-Salaries 3000-Benefits Special Education \$292,684	Special Education 350657

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-Salaries 2000-Salaries 3000-Benefits LCFF \$137,568	LCFF 160710
Gilroy Prep School will hire a Behavior Support Facilitator at .4 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.	1000-Salaries 3000-Benefits LCFF \$55,080	LCFF 55080
Provide summer school for students who are not achieving at grade level.	Title I \$32,000	Title I 50553
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	2000-Salaries 3000-Benefits 4000-Supplies Other \$137,079 2000-Salaries 3000-Benefits 4000-Supplies LCFF \$61,628	Other 220471 LCFF 40032
Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	1000-Salaries 3000-Benefits 5000-Services Special Education \$71,250 1000-Salaries 3000-Benefits 5000-Services LCFF \$95,341	Not Applicable 0 LCFF 166,918

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Students with a 1:1 I-pad ratio 19-20 100% Baseline 100%	100%
Metric/Indicator % of Students with access to adaptive applications to support personalized learning 19-20 100% Baseline 100%	100%
Metric/Indicator % Customer Satisfaction rates: IT job tickets resolved satisfactorily 19-20 93% or better	96%

Expected	Actual
Baseline 93%	
Metric/Indicator % Customers indicate job tickets completed in a reasonable time 19-20 93% or better Baseline 93%	98%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	2000-Salaries 3000-Benefits LCFF \$59,250	59580
Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	5000-Services LCFF \$17,250	17250
Maintain a 1:1 I-Pad ratio for all students.	4000-Supplies LCFF \$12,808	18725
To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	4000-Supplies LCFF \$10,880	9860
Maintain high speed internet wireless network with sufficient bandwidth.	5000-Services LCFF \$20,000	15254

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All actions were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students who may benefit from in person instruction are identified through beginning of the year assessments that include the following assessments: NWEA MAP, reading fluency measures, and math fluency measures. Meetings are arranged with the child's parent/guardian to discuss the instructional support, answer any questions and obtain permission.	42,000	43,993	Yes
Student goals are established and shared with students and parents/guardians	1,000	1,000	No
Staff are hired to provide additional in person learning support to students and budget allocations are made.	38,000	126,990	Yes
Vice Principals for Academics will provide training to launch the program and ongoing training as needed.	59,750	57,375	No
Safety protocols are established, trained on, and implemented by the staff and studentsProgress monitoring data is analyzed monthly at the site leadership data meeting to ensure that students are making adequate progress.	86,000	96,215	No
Progress monitoring data is analyzed monthly at the site leadership data meeting to ensure that students are making adequate progress.	37,125	37,125	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and what was implemented

Analysis of In-Person Instructional Offerings

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

Success: Student attendance and engagement remained high the entire year for in-person instruction. Staff received ongoing coaching throughout the school year. On Fridays, students received intensive intervention in smaller ratios. Academic performance has been generally much higher for students that returned to in-person instruction.

Challenges: Our lowest performing students, in some cases, had the worst attendance and lowest growth. It was difficult to get families to consistently bring students to school for the shorter school day. Some staff chose to stay home over getting vaccinated so our transition back to school was complicated by this fact.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student goals are established and shared with students and parents/guardians	118,800	149,800	Yes
Staff are provided the materials and training necessary to initiate the program	205,000	189,640	Yes
Safety protocols are established, trained on, and implemented by the staff and students	70,800	70,800	No
Progress monitoring data is analyzed weekly at the site leadership data meeting to ensure that students are making adequate progress	32,076	90,544	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and what was implemented

Analysis of the Distance Learning Program

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

Successes: Some of the successes of continuity of instruction were that teachers implemented a program that is consistent with our in-person instruction, students worked in small groups with teachers and small group instructors, and instructional support team members were able to monitor student progress on blended learning and other assignments.

Challenges: Two of the biggest challenges of continuity of instruction during distance learning were maintaining student focus and engagement while on zoom with instructional staff, and attempting to teach and engage students who were in loud, distracting environments. In addition, implementing intervention with struggling students was difficult in a virtual setting, largely due to the two challenges stated above.

Successes: Every Navigator student was given a tablet to use at home during distance learning. Every Navigator student that did not have Internet access at home was given a hotspot to have Internet access. Students and parents were able to email or call for technical support. If needed an appointment was made to troubleshoot the issue or swap out the tablet or hotspot.

Challenges: The main challenges were when a tablet or hot stopped working. When a tablet stopped working the student was without access until the device could be fixed or replaced. Hotspots do not work perfectly well in every location and this affected students' access with slow internet speeds which made video conferencing challenging and their online apps work slowly or intermittently.

Successes:

Teachers attended a series of professional development sessions that focused on using a variety of online engagement techniques to maximize student learning. Academic coaches observed teachers' online instruction on a daily basis and provided feedback during weekly coaching meetings on teachers' implementation of online engagement strategies.

All staff were trained on Pear Deck and Class Kick. These online programs allowed instructional staff to view student work in real time and provide in-the-moment instructional feedback to support student mastery of the instructional content. Academic coaches followed up with instructional staff on an ongoing basis to support the use of Pear Deck and Class Kick to maximize student learning.

Navigator provided explicit training on the Zoom platform and on-call technical support for staff, students, and families.

Challenges:

Academic coaches at Navigator frequently implement live coaching by providing teachers with in-the-moment feedback during their instruction. Live coaching, while doable over Zoom instruction, was not as easy to implement as in person instruction. Coaches tried giving feedback in the chat, but teachers would not always see the feedback in a timely manner.

Professional Development was not always as finished of a product as the Navigator staff would have liked it to be, as even the experts were still figuring out best practices for online instruction as PD was being delivered. The Navigator leadership and instructional teams frequently read educational articles, blogs and attended webinars from educational experts and brought back best practices for online instruction. The turnaround time between the leadership learning new information and the delivery to all staff was often quick.

Successes: Navigator Schools was able to avoid lay-offs and all employees continued employment during distance learning time. Navigator was able to provide employees with the materials and supplies needed to complete responsibilities from home. Employees who fulfilled duties outside of their normal job description were trained and coached depending on skills and duties of the role.

Challenges: Some employees were not equipped or comfortable with fulfilling responsibilities outside of their normal job description. An additional challenge during distance learning was assigning duties and responsibilities that were reflective of a normal work day. Some employee responsibilities increased during distance learning, and others decreased.

Successes: The daily leveled, small groups in English language arts, and mathematics were very effective in meeting the needs of diverse learners. Teachers were able to provide language scaffolding, and front-loading of vocabulary, and to provide accommodations to help students access the curriculum. Staff who have been trained to provide additional support to students who needed it, were trained and deployed to help students who needed it. The special education support provided to students was a success in many ways, though also challenging. All of the students with IEPs were able to receive specialized support they needed as part of their IEPs, once the IEPs were aligned with the limitations of the DL model. Daily data meetings, and additional staff to make home-school connections, were also important parts of the success of the DL model for all students, and especially for those students with unique learning needs. The feedback loop about instructional efficacy was very short, and allowed for immediate changes to be made to improve outcomes for students with unique learning needs.

Challenges: The DL model provided challenges for the team responsible for serving students with unique learning needs for several reasons. Many of the students with unique learning needs appeared to be less successful at attending to specific IEP services, such as OT, and speech. The zoom format was not conducive for demonstrations of fine motor skills or some articulation modeling, for example. For some of the students in particular housing situations, the internet access, even with the school provided hotspot, was inconsistent.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.	372,090	384,587	Yes
Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals.	346,560	412,100	Yes
Implement daily community meetings to address social emotional and academic development	153,000	133,274	Yes
Provide students with at-home learning trackers to help them set, measure, and achieve goals	9,600	9,600	No
Assign staff to do daily check-ins with students and/or families	26,701	23,585	Yes
Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs	166,250	236,100	Yes
Implement weekly enrichment activities and/or clubs to promote student engagement and participation	23,760	44,424	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and what was implemented

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Successes: During the school closure teachers were able to utilize a variety of academic instructional strategies to promote rigorous learning. These strategies included providing all students with access to grade level content and standards presented by highly effective, well-prepared teachers, no matter who the student was. The teachers, and support staff were able to scaffold the instruction within the leveled center rotations, and other designated small group time to address the needs of English learners or other unique learners. The instructional staff relied on frequent data collection and analysis of student performance on common assessments to guide the next day's instruction. All students who needed it had access to additional instructional time, a very effective strategy to address learning loss. Students who were homeless were provided special access to the school's WIFI during the closure. Weekly collaboration meetings between teachers and special education staff ensured that the academic needs of pupils with unique learning were met through a variety of accommodations and modifications as needed.

Challenges: Ensuring that the unique learning needs of all students were met during the school closure, through the DL model was a challenge. Some students with identified attention issues, or behavioral challenges, appeared to struggle more through the zoom platform. Several of the students' parents expressed concerns about their students ability to pay attention to the teacher's instructions via zoom. Some of the students whose housing conditions were not optimum for learning, i.e. crowded, noisy, or less structured with routines, struggled to maintain good progress in academics.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs. In addition, weekly SEL surveys provided instructional and counseling staff with information about student SEL needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

NS has approached the mental health, and social emotional needs of our students and families in 2020-21 through the lens of a multi-tiered system of support (MTSS) framework, which has led to some successes in our ability to monitor the needs of our students and families.

A wellness team, consisting of counselors, the psychologist, a student services leader, and counseling interns, met twice a week, once at a comprehensive MTSS team meeting, and once at a specific wellness team meeting, each to address student mental health and social emotional needs.

The wellness team, using the results of a weekly, student-centered SEL survey, reviewed how students were feeling each week, and how connected they felt to an adult, and then assigned key staff or provided individual support to students as needed, i.e. a weekly check-in, phone call to family or a referral for outside services.

At the weekly MTSS meeting, the wellness team, with a broader school team, reviewed the progress of students who have been receiving less intensive support, such as social skills or group counseling. They discussed the ongoing and new needs of the school site in terms of student-centered training, parent education, or staff professional development in the area of mental health. This team reviewed the quarterly Panorama SEL survey to understand trends and next steps needed to support student groups in mental health and SEL skills.

This past year the wellness team trained the staffs in trauma informed practices beginning and advanced levels, in suicide prevention and with strategies to support students with positive behavior. The team also sponsored the May Mental Health Awareness series that included training, strategies, and engaging activities for students, staff and families. The team provided specific training to students in the area of mental health, and supported the use of structured, weekly SEL lessons for all students in the school.

Challenges: The A challenge for the schools in the area of monitoring mental health has been in the area of staffing. Due to the increase in students needing support, the staff has felt the need to request more resources to help with student counseling, home visits, social skills groups, and parent education. Also, there has been an increase in the numbers of instructional staff who themselves expressed needs in the area of mental health. This has been an added stress to the wellness team, though it wasn't a surprise. Another challenge for the schools was in accessing referrals for outside mental health support for students and families. In our communities there have been gaps in who is able to receive more support, and when it is available. Appointments for some families were difficult to obtain, and families with certain types of insurances were unable to find appropriate resources. A final challenge that the school closure highlighted was in the area of access. Some students who desperately needed support in the area of mental health or social emotional skills were not participating in the offerings from the school. Their attendance during the distance learning support was very limited.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The 2020-2021 school year included both challenges and opportunities for engagement with students and families. Zoom meetings enabled more parents to participate in town hall meetings and school coffees without conflicting with home and work schedules. On the opposite side though, not allowing families on campus meant we couldn't have families participate in morning messages. Students definitely missed out on engagement opportunities during distance learning and hybrid because we couldn't eat lunch or play together. However, we were able to provide additional levels of support for students through home visits, meal pick ups, Zoom community meetings, and on site distance learning.

Outreach for enrollment was definitely a challenge as we were not able to speak face to face with potential families. School tours are a big recruitment tool so not being able to showcase our classrooms hindered recruitment progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Navigator students were able to pick up meals from their school site once a week that included breakfast and lunch. Also, meals were provided during school breaks, such as the November, December, February, and April breaks.

Challenges:

The challenges were meal availability and food quality. Ensuring meals were available during a day and time families were able to pick up the meal was somewhat

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Additional staff designated and trained to support tiered interventions in ELA and mathematics	278,160	320,533	No
	Adoption of NWEA MAP testing in Kindergarten through Eighth grade to provide summative and progress monitoring data about student achievement	9,300	7,200	Yes
	Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements	9,282	8,049	No
	Tier 2 and Tier 3 response teams for home visits for any extreme needs	92,530	162,913	Yes
	Creating childcare options for staff to ensure teachers can instruct	11,520	0	No
	All non-instructional staff assigned to make phone calls home for students that are absent to find out why	60,842	93,075	Yes
	Provided instructional staff desktop and laptops so that Zoom was more effective	85,000	4,500	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In place of expenditures on staff technology that was not needed, we spent the funds on student technology devices

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-2021 school year, collaboration among classroom teachers and other instructional staff became crucial in identifying student academic strengths and gaps. School sites implemented data meetings to ensure that academic goals were being met by the students. Data meetings will continue and have influenced the development of the 2021-2022 LCAP and beyond.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Instructional staff will meet weekly in Professional Learning Communities (PLCs) to review progress monitoring data. During the PLC meetings, instructional staff will review weekly standards quiz data in ELA, math and science and reflect on how their instructional practices led to students' successes as well as areas of growth on the Common Core standards and NextGen Science Standards assessed. The instructional teams will then use that information to plan learning interventions and reteaches for the standards and objectives in which students are not yet proficient.

Adoption of NWEA MAP testing in Kindergarten through eighth grade will provide summative and progress monitoring data about student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There did not appear to be any substantive differences between the description of the action or services identified as contributing towards meeting the increased or improved services requirement, and the action or services implemented to meet the increased or improved service requirement. The DL instructional model that was implemented aligned with the descriptions, in fact the model was designed to meet the details of the actions or services identified. The use of data driven instruction, leveled groups, increased data analysis cycles, additional support staff to help students, increased family outreach, increase mental health check-ins, increased food access, all led to an increase and/or improvement in the services to students, and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have shown:

- *Student academic outcomes were negatively affected by school closures in 2019-20 and 2020-2021
- *2020-2021 K-3 reading student outcomes showed increased percentages of below proficient
- *2020-2021 student SEL surveys showed an increased need for school counseling and other behavioral support

Development of 21-22 LCAP has been developed to address learning loss due to the COVID pandemic. Below are the resulting adjustments:

- *Plan to increase staffing as a result for 21-24 LCAP to support lower student:teacher ratios
- *Plan to implement new curriculum to address learning loss
- *Additional counseling support will be provided for students
- *Daily classroom SEL meetings will continue
- *Add Middle School Vice Principals to support academics and behavior in grades six through 8

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,225,146.00	5,365,636.00
	0.00	3,731,578.00
LCFF	4,692,133.00	1,012,377.00
Not Applicable	0.00	0.00
Other	137,079.00	220,471.00
Special Education	363,934.00	350,657.00
Title I	32,000.00	50,553.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,225,146.00	5,365,636.00
	5,225,146.00	5,365,636.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,225,146.00	5,365,636.00
		0.00	3,731,578.00
	LCFF	4,692,133.00	1,012,377.00
	Not Applicable	0.00	0.00
	Other	137,079.00	220,471.00
	Special Education	363,934.00	350,657.00
	Title I	32,000.00	50,553.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,957,765.00	2,003,813.00
Goal 2	2,264,563.00	2,196,733.00
Goal 3	0.00	0.00
Goal 4	882,630.00	1,044,421.00
Goal 5	120,188.00	120,669.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$263,875.00	\$362,698.00
Distance Learning Program	\$426,676.00	\$500,784.00
Pupil Learning Loss	\$1,097,961.00	\$1,243,670.00
Additional Actions and Plan Requirements	\$546,634.00	\$596,270.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,335,146.00	\$2,703,422.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$146,750.00	\$154,590.00
Distance Learning Program	\$70,800.00	\$70,800.00
Pupil Learning Loss	\$33,360.00	\$54,024.00
Additional Actions and Plan Requirements	\$383,962.00	\$333,082.00
All Expenditures in Learning Continuity and Attendance Plan	\$634,872.00	\$612,496.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$117,125.00	\$208,108.00
Distance Learning Program	\$355,876.00	\$429,984.00
Pupil Learning Loss	\$1,064,601.00	\$1,189,646.00
Additional Actions and Plan Requirements	\$162,672.00	\$263,188.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,700,274.00	\$2,090,926.00

Local Control 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
Gilroy Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

Plan Summary [2021-22]

General Information

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

Gilroy Prep School (GPS) serves a student body in grades kindergarten through grade 8. In the fall of 2020, GPS served 540 students with the following demographics: 49.7% socio-economically disadvantaged, 29.1% English language learners, 6.7% special education, .7% homeless and 0% foster youth. GPS students are ethnically diverse: 63.7% Hispanic or Latino, 20.9% White, 6.1% Asian, 3.5% Filipino, 2.6% African-American, and 3.2% other. The US Census Bureau estimates the City of Gilroy with a population of 59,032 in 2019. The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose. GPS serves its students and community by providing high quality educational services. GPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2019, 80.9% of GPS students scored proficient or advanced in English Language Arts and 69.38% scored proficient or advanced in Math, both significantly higher than state averages. GPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to K-8 students in the Central Coast region of California. Navigator also operates Hollister Prep School and Watsonville Prep School.

Reflections: Successes

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

We have implemented a network-wide data analysis and reporting system called Educlimber which allows us to predict success on the CSD. It also allows us to track student academic progress on local assessments. The school has enacted new ELD programs to support English learners. In the areas of attendance, we have aggressively addressed chronic absenteeism by conducting home visits and parent

conferences. Lastly, we have implemented restorative justice practices as an alternative to suspensions and expulsions. We anticipate seeing improvement on the dashboard in all of these areas.

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.

Chronic absenteeism and suspension rate have been two areas that the school needed to take immediate action and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We conduct home visits and hold parent conferences with the teacher and site administrators to problem solve with families. In extreme cases, we have provided unique support such as picking students up in the mornings to ensure their attendance.

With regards to our suspension rate, we had unfortunately made a clerical error in our internal reporting process. Instead of choosing the “alternative placement” option in CALPADS, we had selected “in-house suspension” which counted against us in 2018-2019. This has been addressed and our rate of suspension is much lower now. Additionally, we have trained staff on restorative justice practices that have made “major” incidents and opportunity for students to learn from their mistakes while contributing to an improvement in the community.

LCAP Highlights

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

Gilroy Prep School continued to deliver high quality educational services for all student groups as demonstrated by spring 2019 SBAC scores. This year’s LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Gilroy Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, multi-tiered system of support, and effective integration of technology to support blended learning and personalized learning. In 2017 suspension rates rated an orange on the California State Dashboard. With hard work, perseverance and a focus on multi-tiered system of supports (MTSS), 2018 Dashboard showed a reduction of suspensions with a rating of yellow. A key feature of the 2021-22 LCAP is to continue to implement strategies that lower the number of students being suspended and the overall number of suspension days. GPS will further reduce suspension rates by continuing to concentrate on MTSS and its implementation of Positive Behavior Support and Intervention.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders have consistently been involved in the LCAP process through parent coffees, School Site Council meetings, board meetings, surveys, and availability of the LCAP on the website.

A summary of the feedback provided by specific stakeholder groups.

Feedback was focused on a few key areas, including strengthening the middle school program to ensure our students are ready to succeed in high school, college, and beyond. Another area of focus was improving the social emotional health of all students but especially our most vulnerable students (students of color, LGBTQ, socio-economically disadvantaged) as survey results and professional development activities indicate a need to improve. Finally, the need to focus on learning loss and closing the achievement gap was even more evident after this pandemic year.

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

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to hire a middle school vice principal. The unique needs of this age span of students teamed with COVID-19 impacts created a compelling rationale for this new position. The Middle School VP will be able to address complexities of the grade span including behavioral, academic and social emotional needs. The VP will also be responsible for evaluation and coaching of instructional staff.

Additionally, staff and community input resulted in the desire to hire additional instructional staff to teach small groups and bring the student:teacher ratio down to 15:1.

Finally, learning loss paraprofessionals will be hired to support Tier 2 and Tier 3 interventions throughout the 2021-22 school year. It was from input from school site councils and site leadership team discussions that led to this decision.

Goals and Actions

Goal

Goal #	Description
1	Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

An explanation of why the LEA has developed this goal.

The key indicator of a student's success in school can be directly tied to their level of engagement and instilling a strong culture is crucial for that engagement. From the moment a student, staff member, family, or outside visitor steps onto a Navigator campus, they can feel the strong Navigator culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.				
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.				
Student Surveys	70% feel proud to belong to GPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70% agree that they felt safe at school				
Suspension Rates	Less than 2%				
Student Attendance Rates, as a measure of student engagement	average of 96%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Staff Gilroy Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	\$440,971.00	Yes
3		Gilroy Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to track the effectiveness of the implementation of restorative justice.	\$2,500.00	Yes
4		Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	\$465,726.00	No

Action #	Title	Description	Total Funds	Contributing
5		Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	\$744,236.00	Yes
6				No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

An explanation of why the LEA has developed this goal.

Relying on data to drive instruction enables every student to have his/her education personalized to challenge their areas of strength and support their areas for improvement. Knowing where every student is in relation to state standards gives the academic team the information they need to prepare students to be critical thinkers throughout their educational career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Math +3 from 2018-19 DFS				
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from 2018-19 DFS				
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	set with the actuals from 2020-21 dashboard.				
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Science +3 from 2018-19 DFS				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$1,417,692.00	No
2		Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	\$358,413.00	Yes
3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$436,681.00	Yes
4		Gilroy Prep will enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		Yes

Action #	Title	Description	Total Funds	Contributing
5		Purchase non-fiction and fiction books to create classroom libraries in the middle school classrooms and provide students with independent reading materials.	\$20,000.00	No
6		Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	\$108,141.00	No
7		Gilroy Prep School will continue to implement standards bases physical education and instruction in grades K-8.	\$85,848.00	No
8		Hire an additional Small Group Instructor for first, second and third grades to provide increased individual student and small group support to mitigate learning loss from the pandemic.	\$115,500.00	

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

An explanation of why the LEA has developed this goal.

A pillar of Navigator's educational model is a strong focus on coaching and continual improvement for all staff members. The scope, sequence, and standards don't change from school to school but the employees do. Providing constant coaching and feedback ensures Navigator students are receiving the highest quality of instruction available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.		No
2		Support Office personnel will provide weekly coaching to school site staff: Director of Schools will coach Principal, Director of IT will coach Site Technology Administrators, Director of Student Services will coach Resource Teacher.		No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

An explanation of why the LEA has developed this goal.

Every Child by Name and Need isn't just a slogan at Navigator as the last line of the organization mission statement is "regardless of circumstances". Holding high expectations for all students and then providing them with the tools they need to meet and exceed those expectations helps to build a strong foundation of confidence and drive to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
99% of all Students will be placed in inclusive environment	99%				
99% of Students not meeting standards on SBAC who receive intervention support	99%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$552,097.00	No

Action #	Title	Description	Total Funds	Contributing
2		Gilroy Prep School will staff a School Psychologist at .4 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.	\$58,435.00	Yes
3		Provide summer school for students who are not achieving at grade level.	\$59,250.00	Yes
4		Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	\$221,323.00	Yes
5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	\$252,784.00	No
6		Hire additional staff for extended day tier 2 intervention to mitigate learning loss associated with the pandemic.	\$27,360.00	Yes
7		Purchase materials and curriculum to implement programs that support diversity, equity and inclusion, hire consultants to support planning and training as needed.	\$10,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

An explanation of why the LEA has developed this goal.

In addition to preparing students for the use of technology throughout their academic and professional careers, targeted use of technology enables students to lead classroom instruction, participate in collaborative projects, personalize instruction to provide extra challenges or scaffolded supports, and during this past year, was crucial to maintaining a high level of instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students with a 1:1 I-pad ratio	100%				
% of Students with access to adaptive applications to support personalized learning	100%				
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%				
% Customers indicate job tickets completed in a reasonable time	93%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$76,250.00	No
2		Effectively utilize Infinite Campus for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$9,190.00	Yes
3		Maintain a 1:1 I-Pad ratio for all students.	\$115,700.00	No
4		To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	\$30,300.00	No
5		Maintain high speed internet wireless network with sufficient bandwidth.	\$67,675.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.53%	552,305

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.

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

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator has provided additional support for our most vulnerable students including foster youth, English learners, and economically disadvantaged students. These services include hiring additional student services paraprofessionals, a counselor, and Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities. In addition to ensuring access to 1:1 technology at school and at home, visits to student homes were and will be provided for students experiencing engagement challenges. Parents have been provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages. Weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,626,378.00	\$234,000.00		\$815,694.00	\$5,676,072.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,073,266.00	\$1,602,806.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income		\$440,971.00				\$440,971.00
1	3	English Learners Foster Youth Low Income		\$2,500.00				\$2,500.00
1	4	All		\$465,726.00				\$465,726.00
1	5	English Learners Foster Youth Low Income		\$744,236.00				\$744,236.00
1	6	All						
2	1	All		\$1,417,692.00				\$1,417,692.00
2	2	English Learners Foster Youth Low Income		\$358,413.00				\$358,413.00
2	3	English Learners Foster Youth Low Income		\$228,097.00			\$208,584.00	\$436,681.00
2	4	English Learners						
2	5	All					\$20,000.00	\$20,000.00
2	6	All		\$108,141.00				\$108,141.00
2	7	All		\$85,848.00				\$85,848.00
2	8						\$115,500.00	\$115,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All						
3	2	All						
4	1	Students with Disabilities		\$257,097.00	\$200,000.00		\$95,000.00	\$552,097.00
4	2	English Learners Foster Youth Low Income		\$58,435.00				\$58,435.00
4	3	English Learners Foster Youth Low Income					\$59,250.00	\$59,250.00
4	4	English Learners Foster Youth Low Income		\$68,323.00	\$9,000.00		\$144,000.00	\$221,323.00
4	5	All Students with Disabilities		\$227,784.00	\$25,000.00			\$252,784.00
4	6	English Learners Foster Youth Low Income					\$27,360.00	\$27,360.00
4	7	English Learners Foster Youth Low Income		\$10,000.00				\$10,000.00
5	1	All		\$76,250.00				\$76,250.00
5	2	English Learners Foster Youth Low Income		\$9,190.00				\$9,190.00
5	3	All					\$115,700.00	\$115,700.00
5	4	All					\$30,300.00	\$30,300.00
5	5	All		\$67,675.00				\$67,675.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,920,165.00	\$2,368,359.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,920,165.00	\$2,368,359.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1		Schoolwide	English Learners Foster Youth Low Income		\$440,971.00	\$440,971.00
1	3		Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
1	5		Schoolwide	English Learners Foster Youth Low Income		\$744,236.00	\$744,236.00
2	2		Schoolwide	English Learners Foster Youth Low Income		\$358,413.00	\$358,413.00
2	3		Schoolwide	English Learners Foster Youth Low Income		\$228,097.00	\$436,681.00
2	4		Limited to Unduplicated Student Group(s)	English Learners			
4	2		Schoolwide	English Learners Foster Youth Low Income		\$58,435.00	\$58,435.00
4	3		Schoolwide	English Learners			\$59,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
4	4		Schoolwide	English Learners Foster Youth Low Income		\$68,323.00	\$221,323.00
4	6		Schoolwide	English Learners Foster Youth Low Income			\$27,360.00
4	7		Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
5	2		Schoolwide	English Learners Foster Youth Low Income		\$9,190.00	\$9,190.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Coversheet

2021-22 LCAP: Hollister Prep

Section:	III. Finance
Item:	D. 2021-22 LCAP: Hollister Prep
Purpose:	Vote
Submitted by:	
Related Material:	HPS Proposed 2021-22 LCAP.pdf



Date: June 8, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

Background

The Local Control and Accountability Plan (LCAP) documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan which is reviewed and updated annually as required by the California Department of Education. Charter schools complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The Budget Overview for Parents, LCAP, and Annual Update Template must be completed by all LEAs each year.

The LCAPs that have been developed for Gilroy Prep School, Hollister Prep School, and Watsonville Prep School include detailed information regarding the schools' performance on the California School Dashboard and goals for the next year.

The LCAP goals are below and align to Navigator's five compass points:

1. Create a culture of excellence within the school community to foster a positive school climate, promote a sense of belonging and nurture social, emotional, & academic growth.
2. All students will receive data-driven instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other CA State Standards.
3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
4. Ensure equitable access to curriculum, programs, and pathways for student success.
5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Recommendation

Staff recommends the Board to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hollister Prep School

CDS Code: 35-67470-0127688

School Year: 2021-22

LEA contact information:

Ami Ortiz

Director of Business & Finance

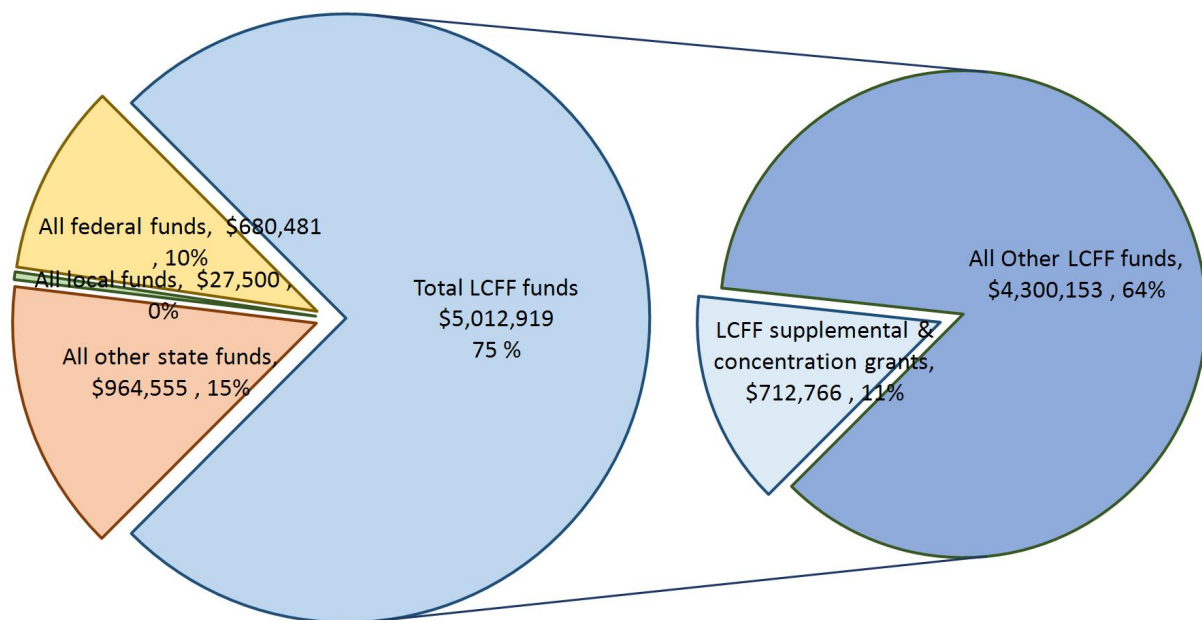
ami.ortiz@navigatorschools.org

8312174881

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



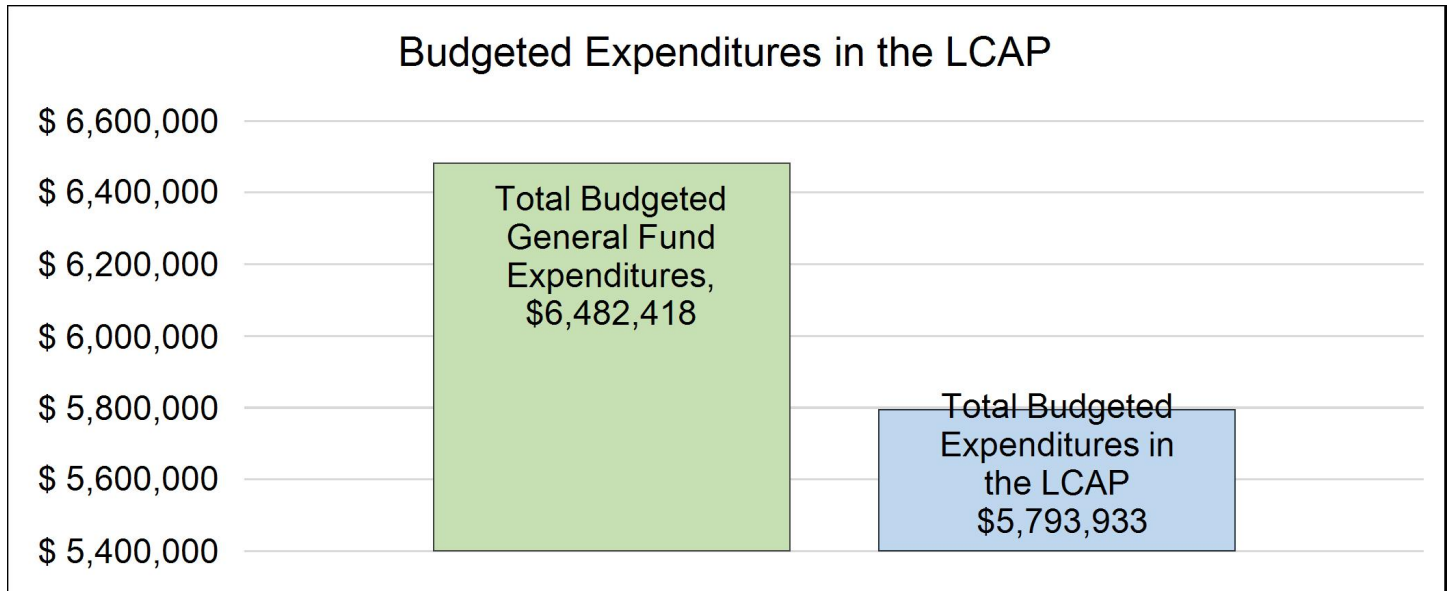
This chart shows the total general purpose revenue Hollister Prep School expects to receive in the coming year from all sources.

The total revenue projected for Hollister Prep School is \$6,685,455, of which \$5,012,919 is Local Control Funding Formula (LCFF), \$964,555 is other state funds, \$27,500 is local funds, and \$680,481 is federal

funds. Of the \$5,012,919 in LCFF Funds, \$712,766 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Hollister Prep School plans to spend \$6,482,418 for the 2021-22 school year. Of that amount, \$5,793,933 is tied to actions/services in the LCAP and \$688,485 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

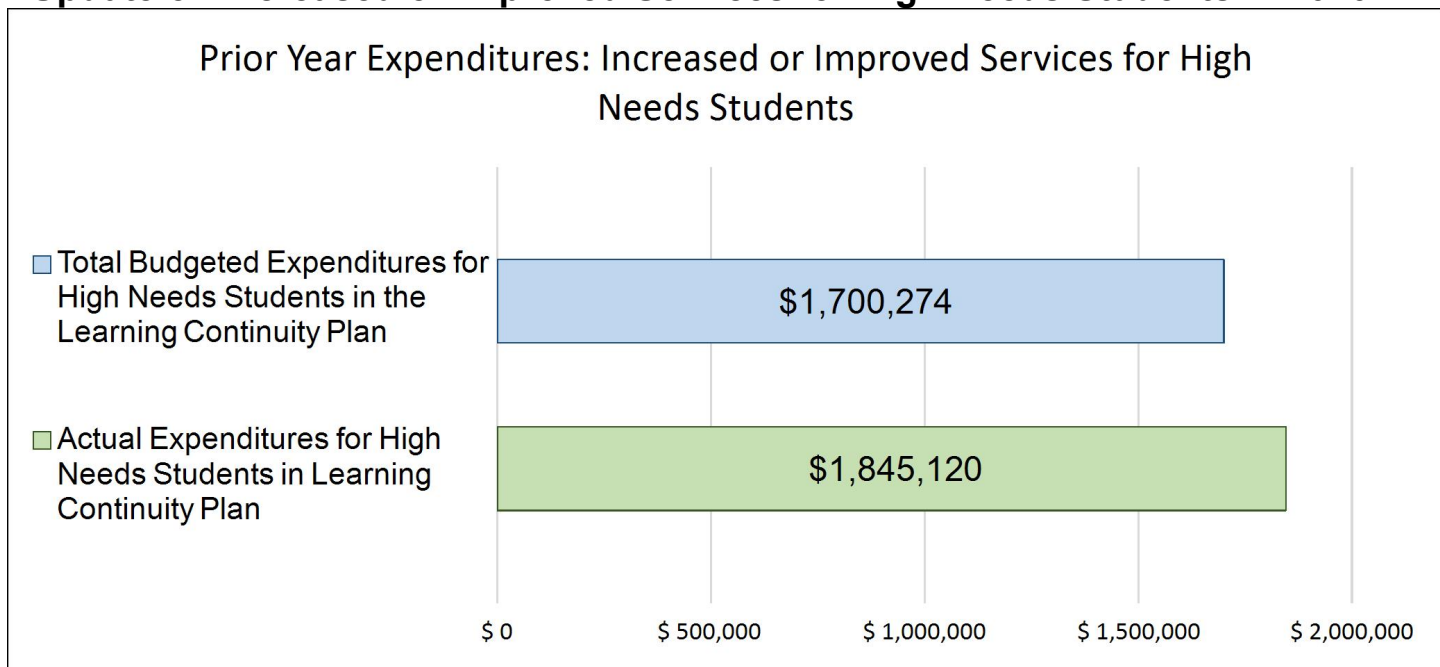
District oversight fee of 1%, consulting fees, legal fees, field trips, communications, professional development, liability insurance and payroll expenses

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

In 2021-22, Hollister Prep School is projecting it will receive \$712,766 based on the enrollment of foster youth, English learner, and low-income students. Hollister Prep School must describe how it intends to increase or improve services for high needs students in the LCAP. Hollister Prep School plans to spend \$3,309,570 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Hollister Prep School 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 Hollister Prep School 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, Hollister Prep School's Learning Continuity Plan budgeted \$1,700,274 for planned actions to increase or improve services for high needs students. Hollister Prep School actually spent \$1,845,120 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Hollister Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Staff Surveys 19-20 Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend. Baseline In June 2019, 97% of staff felt proud to tell people where they work and 92% would recommend working at Navigator to a good friend.	98% of staff feel proud to tell people where they work and 91% would recommend working at Navigator to a good friend.
Metric/Indicator Parent Surveys 19-20 Parent Surveys - Safe and supported: 75% or better Satisfied with academic results: 75% or better Baseline	Safe and supported: 87% or better Satisfied with academic results: 92% or better

Expected	Actual
<p>In June 2019, 86.6% of parents feel their child is safe and supported on campus and 91.75% are satisfied with their child's academic results.</p> <p>Metric/Indicator Student Surveys</p> <p>19-20 Student Surveys - Survey for grades 3-8 targets:</p> <ul style="list-style-type: none"> • 75% felt proud to belong to HPS most or all of the time • 75% felt that adults at the school cared about them most or all of the time • 75% agreed that they felt safe at school <p>Baseline Survey (grade 3-8) June 2019</p> <ul style="list-style-type: none"> • 71% felt proud to belong to HPS most or all of the time • 69% felt that adults at the school cared about them most or all of the time • 75% agreed that they felt safe at school 	
<p>Metric/Indicator Suspension Rates</p> <p>19-20 Suspension Rates - Maintain baseline of less than 2%</p> <p>Baseline Less than 2%</p>	
<p>Metric/Indicator Student Attendance Rates, as a measure of student engagement</p> <p>19-20 Student Attendance Rates, as a measure of student engagement - Maintain an average of 96% of enrollment.</p>	96%

Expected	Actual
Baseline average of 96%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff Hollister Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$581,230	LCFF 592,741
Maintain an MTSS Coordinator at .45 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.	1000-Salaries 3000-Benefits 4000-Student Incentives LCFF \$49,263	LCFF 40,885
Hollister Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to measure student growth in SEL skills and school culture.	4000-Supplies 5000-Services LCFF \$6,890	LCFF 6,800
Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$466,410	LCFF 452,540
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	5000-Services LCFF \$805,036	LCFF 805,032

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hollister Prep School will add a 1FTE staff person focused on specialized support for middle school coaching and academics.	1000-Salaries 3000-Benefits LCFF \$79,070	LCFF 79,069

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Math (3-8) The change calculation of distance from standard (DFS) will increase from prior year 19-20 Maintain or exceed baseline Baseline +3 from 2018-19 DFS	N/A
Metric/Indicator SBAC ELA (3-8) The change calculation of distance from standard (DFS) will increase from prior year 19-20 Maintain or exceed baseline	N./A

Expected	Actual
Baseline SBAC ELA (3-8) All 75.7 EL 62.9 SED 66.2	
Metric/Indicator English Learner Progress 19-20 English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard. Baseline English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2018-19 dashboard.	N/A
Metric/Indicator Science & Social Studies Assessments will be added when determined by CDE 19-20 SBAC scores this year will determine baseline for next year Baseline SBAC scores this year will determine baseline for next year	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	1000-Salaries 3000-Benefits LCFF \$1,376,008	LCFF 1,362,591

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	1000-Salaries 3000-Benefits LCFF \$247,266	LCFF 222,905
Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	2000-Salaries 3000-Benefits LCFF \$391,678	Federal Funds 427,856
Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	See Goal 1, Action 5 LCFF	See Goal 1, Action 5 LCFF 0
Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.	See Goal 1, Action 5	See Goal 1, Action 5 0
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	4000-Supplies 5000-Services LCFF \$114,155	LCFF 132,722
Hollister Prep School will continue to implement standards bases physical education and instruction in grades K-8.	2000-Salaries 3000-Benefits 4000-Supplies LCFF \$81,728	LCFF 52,726

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20	Weekly coaching for administrators an average of 20 times a school year

Expected	Actual
Maintain or exceed baseline Baseline Weekly coaching for administrators an average of 20 times a school year	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.	See Goal 1, Action 1	See Goal 1, Action 1 0
Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.	See Goal 1, Action 5	See Goal 1, Action 5 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of All Students with placed in inclusive environment 19-20 99% or better Baseline 100%	100%
Metric/Indicator % of Students not meeting standards on SBAC who receive intervention support 19-20 99% or better Baseline 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	Special Education \$284,832 1000-Salaries 2000-Salaries	Special Education 284,832 LCFF 163,723

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-Benefits LCFF \$182,043	
Hollister Prep School will hire a Behavior Support Facilitator at .4 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.	1000-Salaries 3000-Benefits LCFF \$55,080	LCFF 55,768
Provide summer school for students who are not achieving at grade level.	Title I 32,000	Title I 32,500
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	2000-Salaries 3000-Benefits 4000-Supplies LCFF \$99,897	LCFF 75,936
Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	1000-Salaries 3000-Benefits 5000-Services Special Education \$64,125 1000-Salaries 3000-Benefits 5000-Services LCFF \$171536	Special Education 81,934 LCFF 172,334

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Students with a 1:1 I-pad ratio 19-20 100% Baseline 100%	100%
Metric/Indicator % of Students with access to adaptive applications to support personalized learning 19-20 100% Baseline 100%	100%
Metric/Indicator % Customer Satisfaction rates: IT job tickets resolved satisfactorily 19-20 93%	96%

Expected	Actual
Baseline 93%	
Metric/Indicator % Customers indicate job tickets completed in a reasonable time 19-20 93% Baseline 93%	96%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	2000-Salaries 3000-Benefits LCFF \$67,625	LCFF 66,515
Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	5000-Services LCFF \$17,250	LCFF 5,688
Maintain a 1:1 I-Pad ratio for all students.	4000-Supplies LCFF \$39,584	LCFF 47,848
To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	4000-Supplies LCFF \$19,017	LCFF 20,345
Maintain high speed internet wireless network with sufficient bandwidth.	5000-Services LCFF \$20,000	LCFF 12,080

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students who may benefit from in person instruction are identified through beginning of the year assessments that include the following assessments: NWEA MAP, reading fluency measures, and math fluency measures. Meetings are arranged with the child's parent/guardian to discuss the instructional support, answer any questions and obtain permission.	42,000	43,993	Yes
Student goals are established and shared with students and parents/guardians.	1,000	1,000	No
Staff are hired to provide additional in person learning support to students and budget allocations are made.	38,000	146,499	Yes
Vice Principals for Academics will provide training to launch the program and ongoing training as needed.	59,750	56,232	No
Safety protocols are established, trained on, and implemented by the staff and students.	86,000	109,908	No
Progress monitoring data is analyzed monthly at the site leadership data meeting to ensure that students are making adequate progress.	37,125	37,125	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

Success: Student attendance and engagement remained high the entire year for in-person instruction. Staff received ongoing coaching throughout the school year. On Fridays, students received intensive intervention in smaller ratios. Academic performance has been generally much higher for students that returned to in-person instruction.

Challenges: Our lowest performing students, in some cases, had the worst attendance and lowest growth. It was difficult to get families to consistently bring students to school for the shorter school day. Some staff chose to stay home over getting vaccinated so our transition back to school was complicated by this fact.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student goals are established and shared with students and parents/guardians	118,800	101,854	Yes
Staff are provided the materials and training necessary to initiate the program	205,000	227,500	Yes
Safety protocols are established, trained on, and implemented by the staff and students	70,800	70,800	No
Progress monitoring data is analyzed weekly at the site leadership data meeting to ensure that students are making adequate progress	32,076	83,268	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures.

Analysis of the Distance Learning Program

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

Successes: Some of the successes of continuity of instruction were that teachers implemented a program that is consistent with our in-person instruction, students worked in small groups with teachers and small group instructors, and instructional support team members were able to monitor student progress on blended learning and other assignments.

Challenges: Two of the biggest challenges of continuity of instruction during distance learning were maintaining student focus and engagement while on zoom with instructional staff, and attempting to teach and engage students who were in loud, distracting environments. In addition, implementing intervention with struggling students was difficult in a virtual setting, largely due to the two challenges stated above.

Successes: Every Navigator student was given a tablet to use at home during distance learning. Every Navigator student that did not have Internet access at home was given a hotspot to have Internet access. Students and parents were able to email or call for technical support. If needed an appointment was made to troubleshoot the issue or swap out the tablet or hotspot.

Challenges: The main challenges were when a tablet or hot stopped working. When a tablet stopped working the student was without access until the device could be fixed or replaced. Hotspots do not work perfectly well in every location and this affected students' access with slow internet speeds which made video conferencing challenging and their online apps work slowly or intermittently.

Successes:

Teachers attended a series of professional development sessions that focused on using a variety of online engagement techniques to maximize student learning. Academic coaches observed teachers' online instruction on a daily basis and provided feedback during weekly coaching meetings on teachers' implementation of online engagement strategies.

All staff were trained on Pear Deck and Class Kick. These online programs allowed instructional staff to view student work in real time and provide in-the-moment instructional feedback to support student mastery of the instructional content. Academic coaches followed up with instructional staff on an ongoing basis to support the use of Pear Deck and Class Kick to maximize student learning.

Navigator provided explicit training on the Zoom platform and on-call technical support for staff, students, and families.

Challenges:

Academic coaches at Navigator frequently implement live coaching by providing teachers with in-the-moment feedback during their instruction. Live coaching, while doable over Zoom instruction, was not as easy to implement as in person instruction. Coaches tried giving feedback in the chat, but teachers would not always see the feedback in a timely manner.

Professional Development was not always as finished of a product as the Navigator staff would have liked it to be, as even the experts were still figuring out best practices for online instruction as PD was being delivered. The Navigator leadership and instructional teams frequently read educational articles, blogs and attended webinars from educational experts and brought back best practices for online instruction. The turnaround time between the leadership learning new information and the delivery to all staff was often quick.

Successes: Navigator Schools was able to avoid lay-offs and all employees continued employment during distance learning time. Navigator was able to provide employees with the materials and supplies needed to complete responsibilities from home. Employees who fulfilled duties outside of their normal job description were trained and coached depending on skills and duties of the role.

Challenges: Some employees were not equipped or comfortable with fulfilling responsibilities outside of their normal job description. An additional challenge during distance learning was assigning duties and responsibilities that were reflective of a normal work day. Some employee responsibilities increased during distance learning, and others decreased.

Successes: The daily leveled, small groups in English language arts, and mathematics were very effective in meeting the needs of diverse learners. Teachers were able to provide language scaffolding, and front-loading of vocabulary, and to provide accommodations to help students access the curriculum. Staff who have been trained to provide additional support to students who needed it, were trained and deployed to help students who needed it. The special education support provided to students was a success in many ways, though also challenging. All of the students with IEPs were able to receive specialized support they needed as part of their IEPs, once the IEPs were aligned with the limitations of the DL model. Daily data meetings, and additional staff to make home-school connections, were also important parts of the success of the DL model for all students, and especially for those students with unique learning needs. The feedback loop about instructional efficacy was very short, and allowed for immediate changes to be made to improve outcomes for students with unique learning needs.

Challenges: The DL model provided challenges for the team responsible for serving students with unique learning needs for several reasons. Many of the students with unique learning needs appeared to be less successful at attending to specific IEP services, such as OT, and speech. The zoom format was not conducive for demonstrations of fine motor skills or some articulation modeling, for example. For some of the students in particular housing situations, the internet access, even with the school provided hotspot, was inconsistent.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.	372,090	323,760	Yes
Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals.	346,560	468,273	Yes
Implement daily community meetings to address social emotional and academic development	153,000	132,756	Yes
Provide students with at-home learning trackers to help them set, measure, and achieve goals	9,600	9,600	No
Assign staff to do daily check-ins with students and/or families	26,701	25,598	Yes
Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs	166,250	245,977	Yes
Implement weekly enrichment activities and/or clubs to promote student engagement and participation	23,760	29,781	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Successes: During the school closure teachers were able to utilize a variety of academic instructional strategies to promote rigorous learning. These strategies included providing all students with access to grade level content and standards presented by highly effective, well-prepared teachers, no matter who the student was. The teachers, and support staff were able to scaffold the instruction within the leveled center rotations, and other designated small group time to address the needs of English learners or other unique learners. The instructional staff relied on frequent data collection and analysis of student performance on common assessments to guide the next day's instruction. All students who needed it had access to additional instructional time, a very effective strategy to address learning loss. Students who were homeless were provided special access to the school's WIFI during the closure. Weekly collaboration meetings between teachers and special education staff ensured that the academic needs of pupils with unique learning were met through a variety of accommodations and modifications as needed.

Challenges: Ensuring that the unique learning needs of all students were met during the school closure, through the DL model was a challenge. Some students with identified attention issues, or behavioral challenges, appeared to struggle more through the zoom platform. Several of the students' parents expressed concerns about their students ability to pay attention to the teacher's instructions via zoom. Some of the students whose housing conditions were not optimum for learning, i.e. crowded, noisy, or less structured with routines, struggled to maintain good progress in academics.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs. In addition, weekly SEL surveys provided instructional and counseling staff with information about student SEL needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

NS has approached the mental health, and social emotional needs of our students and families in 2020-21 through the lens of a multi-tiered system of support (MTSS) framework, which has led to some successes in our ability to monitor the needs of our students and families.

A wellness team, consisting of counselors, the psychologist, a student services leader, and counseling interns, met twice a week, once at a comprehensive MTSS team meeting, and once at a specific wellness team meeting, each to address student mental health and social emotional needs.

The wellness team, using the results of a weekly, student-centered SEL survey, reviewed how students were feeling each week, and how connected they felt to an adult, and then assigned key staff or provided individual support to students as needed, i.e. a weekly check-in, phone call to family or a referral for outside services.

At the weekly MTSS meeting, the wellness team, with a broader school team, reviewed the progress of students who have been receiving less intensive support, such as social skills or group counseling. They discussed the ongoing and new needs of the school site in terms of student-centered training, parent education, or staff professional development in the area of mental health. This team reviewed the quarterly Panorama SEL survey to understand trends and next steps needed to support student groups in mental health and SEL skills.

This past year the wellness team trained the staffs in trauma informed practices beginning and advanced levels, in suicide prevention and with strategies to support students with positive behavior. The team also sponsored the May Mental Health Awareness series that included training, strategies, and engaging activities for students, staff and families. The team provided specific training to students in the area of mental health, and supported the use of structured, weekly SEL lessons for all students in the school.

Challenges: The A challenge for the schools in the area of monitoring mental health has been in the area of staffing. Due to the increase in students needing support, the staff has felt the need to request more resources to help with student counseling, home visits, social skills groups, and parent education. Also, there has been an increase in the numbers of instructional staff who themselves expressed needs in the area of mental health. This has been an added stress to the wellness team, though it wasn't a surprise. Another challenge for the schools was in accessing referrals for outside mental health support for students and families. In our communities there have been gaps in who is able to receive more support, and when it is available. Appointments for some families were difficult to obtain, and families with certain types of insurances were unable to find appropriate resources. A final challenge that the school closure highlighted was in the area of access. Some students who desperately needed support in the area of mental health or social emotional skills were not participating in the offerings from the school. Their attendance during the distance learning support was very limited.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The 2020-2021 school year included both challenges and opportunities for engagement with students and families. Zoom meetings enabled more parents to participate in town hall meetings and school coffees without conflicting with home and work schedules. On the opposite site though, not allowing families on campus meant we couldn't have families participate in morning messages. Students definitely missed out on engagement opportunities during distance learning and hybrid because we couldn't eat lunch or play together. However, we were able to provide additional levels of support for students through home visits, meal pick ups, Zoom community meetings, and on site distance learning.

Outreach for enrollment was definitely a challenge as we were not able to speak face to face with potential families. School tours are a big recruitment tool so not being able to showcase our classrooms hindered recruitment progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Navigator students were able to pick up meals from their school site once a week that included breakfast and lunch. Also, meals were provided during school breaks, such as the November, December, February, and April breaks.

Challenges:

The challenges were meal availability and food quality. Ensuring meals were available during a day and time families were able to pick up the meal was somewhat

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Additional staff designated and trained to support tiered interventions in ELA and mathematics	278,160	345,973	No
	Adoption of NWEA MAP testing in Kindergarten through Eighth grade to provide summative and progress monitoring data about student achievement	9,300	7,200	Yes
	Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements	9,282	8,405	No
	Tier 2 and Tier 3 response teams for home visits for any extreme needs	92,530	102,927	Yes
	Creating childcare options for staff to ensure teachers can instruct	11,520	0	No
	All non-instructional staff assigned to make phone calls home for students that are absent to find out why	60,842	81,826	Yes
	Provided instructional staff desktop and laptops so that Zoom was more effective	85,000	4,500	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In place of expenditures on staff technology that was not needed, we spent the funds on student technology devices

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-2021 school year, collaboration among classroom teachers and other instructional staff became crucial in identifying student academic strengths and gaps. School sites implemented data meetings to ensure that academic goals were being met by the students. Data meetings will continue and have influenced the development of the 2021-2022 LCAP and beyond.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Instructional staff will meet weekly in Professional Learning Communities (PLCs) to review progress monitoring data. During the PLC meetings, instructional staff will review weekly standards quiz data in ELA, math and science and reflect on how their instructional practices led to students' successes as well as areas of growth on the Common Core standards and NextGen Science Standards assessed. The instructional teams will then use that information to plan learning interventions and reteaches for the standards and objectives in which students are not yet proficient.

Adoption of NWEA MAP testing in Kindergarten through eighth grade will provide summative and progress monitoring data about student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There did not appear to be any substantive differences between the description of the action or services identified as contributing towards meeting the increased or improved services requirement, and the action or services implemented to meet the increased or improved service requirement. The DL instructional model that was implemented aligned with the descriptions, in fact the model was designed to meet the details of the actions or services identified. The use of data driven instruction, leveled groups, increased data analysis cycles, additional support staff to help students, increased family outreach, increase mental health check-ins, increased food access, all led to an increase and/or improvement in the services to students, and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have shown:

- *Student academic outcomes were negatively affected by school closures in 2019-20 and 2020-2021
- *2020-2021 K-3 reading student outcomes showed increased percentages of below proficient
- *2020-2021 student SEL surveys showed an increased need for school counseling and other behavioral support

Development of 21-22 LCAP has been developed to address learning loss due to the COVID pandemic. Below are the resulting adjustments:

- *Plan to increase staffing as a result for 21-24 LCAP to support lower student:teacher ratios
- *Plan to implement new curriculum to address learning loss
- *Additional counseling support will be provided for students
- *Daily classroom SEL meetings will continue
- *Add Middle School Vice Principals to support academics and behavior in grades six through 8

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,251,723.00	5,195,370.00
	0.00	0.00
Federal Funds	0.00	427,856.00
LCFF	4,870,766.00	4,368,248.00
Special Education	348,957.00	366,766.00
Title I	32,000.00	32,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,251,723.00	5,195,370.00
	5,251,723.00	5,195,370.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,251,723.00	5,195,370.00
		0.00	0.00
	Federal Funds	0.00	427,856.00
	LCFF	4,870,766.00	4,368,248.00
	Special Education	348,957.00	366,766.00
	Title I	32,000.00	32,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,987,899.00	1,977,067.00
Goal 2	2,210,835.00	2,198,800.00
Goal 3	0.00	0.00
Goal 4	889,513.00	867,027.00
Goal 5	163,476.00	152,476.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$263,875.00	\$394,757.00
Distance Learning Program	\$426,676.00	\$483,422.00
Pupil Learning Loss	\$1,097,961.00	\$1,235,745.00
Additional Actions and Plan Requirements	\$546,634.00	\$550,831.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,335,146.00	\$2,664,755.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$146,750.00	\$167,140.00
Distance Learning Program	\$70,800.00	\$70,800.00
Pupil Learning Loss	\$33,360.00	\$39,381.00
Additional Actions and Plan Requirements	\$383,962.00	\$358,878.00
All Expenditures in Learning Continuity and Attendance Plan	\$634,872.00	\$636,199.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$117,125.00	\$227,617.00
Distance Learning Program	\$355,876.00	\$412,622.00
Pupil Learning Loss	\$1,064,601.00	\$1,196,364.00
Additional Actions and Plan Requirements	\$162,672.00	\$191,953.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,700,274.00	\$2,028,556.00

Local Control 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
Hollister Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

Plan Summary [2021-22]

General Information

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

Hollister Prep School (HPS) serves a student body in grades kindergarten through grade 8. In the fall of 2020, HPS served 540 students with the following demographics: 55% socio-economically disadvantaged, 38.4% English language learners, 8.3% special education, 10.2 % Migrant and 0% foster youth. HPS students are ethnically diverse: 83.9% Hispanic or Latino, 12.4% White, 1.1% Asian, .9% Filipino, .2% African-American, and 1.5% other. The US Census Bureau estimates the City of Hollister with a population of 40,740 in 2019. The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose. HPS serves its students and community by providing high quality educational services. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2019, 87.21% of HPS students scored proficient or advanced in English Language Arts and 72.39% scored proficient or advanced in Math, both significantly higher than state averages. HPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to K-8 students in the Central Coast region of California. Navigator also operates Gilroy Prep School and Watsonville Prep School.

Reflections: Successes

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

We have implemented a network-wide data analysis and reporting system called Educlimber which allows us to predict success on the CSD. It also allows us to track student academic progress on local assessments. The school has enacted new ELD programs to support English learners. In the areas of attendance, we have aggressively addressed chronic absenteeism by conducting home visits and parent

conferences. Lastly, we have implemented restorative justice practices as an alternative to suspensions and expulsions. We anticipate seeing improvement on the dashboard in all of these areas.

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.

Chronic absenteeism and suspension rate have been two areas that the school needed to take immediate action and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We conduct home visits and hold parent conferences with the teacher and site administrators to problem solve with families. In extreme cases, we have provided unique support such as picking students up in the mornings to ensure their attendance.

With regards to our suspension rate, we had unfortunately made a clerical error in our internal reporting process. Instead of choosing the “alternative placement” option in CALPADS, we had selected “in-house suspension” which counted against us in 2018-2019. This has been addressed and our rate of suspension is much lower now. Additionally, we have trained staff on restorative justice practices that have made “major” incidents and opportunity for students to learn from their mistakes while contributing to an improvement in the community.

LCAP Highlights

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

Hollister Prep School continued to deliver high quality educational services for all student groups as demonstrated by spring 2018 SBAC scores. This year’s LCAP supports ongoing academic growth by continuing with a steady focus on strategies that have proven successful for Hollister Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, multi-tiered system of support, and effective integration of technology to support blended learning and personalized learning. A key feature of the 2019-20 LCAP is to continue to implement strategies that lower the number of students being suspended and the overall number of suspension days. HPS will further reduce suspension rates by continuing to concentrate on MTSS and its implementation of Positive Behavior Support and Intervention.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders have consistently been involved in the LCAP process through parent coffees, School Site Council meetings, board meetings, surveys, and availability of the LCAP on the website.

A summary of the feedback provided by specific stakeholder groups.

Feedback was focused on a few key areas, including strengthening the middle school program to ensure our students are ready to succeed in high school, college, and beyond. Another area of focus was improving the social emotional health of all students but especially our most vulnerable students (students of color, LGBTQ, socio-economically disadvantaged) as survey results and professional development activities indicate a need to improve. Finally, the need to focus on learning loss and closing the achievement gap was even more evident after this pandemic year.

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

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to hire a middle school vice principal. The unique needs of this age span of students teamed with COVID-19 impacts created a compelling rationale for this new position. The Middle School VP will be able to address complexities of the grade span including behavioral, academic and social emotional needs. The VP will also be responsible for evaluation and coaching of instructional staff.

Additionally, staff and community input resulted in the desire to hire additional instructional staff to teach small groups and bring the student:teacher ratio down to 15:1.

Finally, learning loss paraprofessionals will be hired to support Tier 2 and Tier 3 interventions throughout the 2021-22 school year. It was from input from school site councils and site leadership team discussions that led to this decision.

Goals and Actions

Goal

Goal #	Description
1	Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging, and nurture social, emotional, and academic growth.

An explanation of why the LEA has developed this goal.

The key indicator of a student's success in school can be directly tied to their level of engagement and instilling a strong culture is crucial for that engagement. From the moment a student, staff member, family, or outside visitor steps onto a Navigator campus, they can feel the strong Navigator culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.				
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.				
Student Surveys	70% feel proud to belong to HPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70% agree that they felt safe at school				
Suspension Rates	Less than 2%				
Student Attendance Rates, as a measure of student engagement	average of 96%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Staff Hollister Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	\$625,189.00	Yes
3		Hollister Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to measure student growth in SEL skills and school culture.	\$2,500.00	Yes
4		Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	\$449,537.00	No

Action #	Title	Description	Total Funds	Contributing
5		Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	\$770,282.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

An explanation of why the LEA has developed this goal.

Relying on data to drive instruction enables every student to have his/her education personalized to challenge their areas of strength and support their areas for improvement. Knowing where every student is in relation to state standards gives the academic team the information they need to prepare students to be critical thinkers throughout their educational career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Math +3 from 2018-19 DFS				
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from 2018-19 DFS				
English Learner Progress	English Learner Progress metrics were changed this year. New baseline will be				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	set with the actuals from 2020-21 dashboard.				
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC Science +3 from 2018-19 DFS				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$1,516,598.00	No
2		Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	\$302,981.00	Yes
3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$418,179.00	Yes
4		Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5		Purchase non-fiction and fiction books to create classroom libraries in middle school classrooms and provide students with independent reading materials.	\$20,000.00	No
6		Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	\$103.00	No
7		Hollister Prep School will continue to implement standards bases physical education and instruction in grades K-8.	\$78,825.00	No
8		Hire an additional Small Group Instructor for first, second and third grades to provide increased individual student and small group support to mitigate learning loss from the pandemic.	\$129,375.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

An explanation of why the LEA has developed this goal.

A pillar of Navigator's educational model is a strong focus on coaching and continual improvement for all staff members. The scope, sequence, and standards don't change from school to school but the employees do. Providing constant coaching and feedback ensures Navigator students are receiving the highest quality of instruction available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.		No
2		Support Office personnel will provide weekly coaching to site staff: Director of Schools will coach Principal, Director of IT will coach Site Technology Administrators, Director of Student Services will coach Resource Teacher.		No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

An explanation of why the LEA has developed this goal.

Every Child by Name and Need isn't just a slogan at Navigator as the last line of the organization mission statement is "regardless of circumstances". Holding high expectations for all students and then providing them with the tools they need to meet and exceed those expectations helps to build a strong foundation of confidence and drive to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of All Students with placed in inclusive environment	99%				
% of Students not meeting standards on SBAC who receive intervention support	99%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$552,097.00	Yes
2		Hollister Prep School will maintain a school site psychologist at .4 FTE to provide regular intervention support for students who are not	\$58,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.		
3		Provide summer school for students who are not achieving at grade level.	\$59,250.00	Yes
4		Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	\$221,323.00	Yes
5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	\$252,784.00	Yes
6		Hire additional staff for extended day tier 2 intervention to mitigate learning loss associated with the pandemic.	\$27,360.00	Yes
7		Purchase materials and curriculum to implement programs supporting diversity, equity and inclusion, hire consultants to support planning and training as needed.	\$10,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

An explanation of why the LEA has developed this goal.

In addition to preparing students for the use of technology throughout their academic and professional careers, targeted use of technology enables students to lead classroom instruction, participate in collaborative projects, personalize instruction to provide extra challenges or scaffolded supports, and during this past year, was crucial to maintaining a high level of instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students with a 1:1 I-pad ratio	100%				
% of Students with access to adaptive applications to support personalized learning	100%				
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%				
% Customers indicate job tickets completed in a reasonable time	93%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$76,250.00	No
2		Effectively utilize Infinite Campus for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$9,190.00	Yes
3		Maintain a 1:1 I-Pad ratio for all students.	\$115,700.00	No
4		To support staff effectiveness and efficiency, provide staff with up to date technology, including replacing outdated technology.	\$30,300.00	No
5		Maintain high speed internet wireless network with sufficient bandwidth.	\$67,675.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.12%	712,766

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.

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

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator has provided additional support for our most vulnerable students including foster youth, English learners, and economically disadvantaged students. These services include hiring additional student services paraprofessionals, a counselor, and Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities. In addition to ensuring access to 1:1 technology at school and at home, visits to student homes were and will be provided for students experiencing engagement challenges. Parents have been provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages. Weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,910,922.00	\$338,582.00		\$544,429.00	\$5,793,933.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,242,368.00	\$1,551,565.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income		\$625,189.00				\$625,189.00
1	3	English Learners Foster Youth Low Income		\$2,500.00				\$2,500.00
1	4	All		\$449,537.00				\$449,537.00
1	5	English Learners Foster Youth Low Income		\$770,282.00				\$770,282.00
2	1	All		\$1,516,598.00				\$1,516,598.00
2	2	English Learners Foster Youth Low Income		\$302,981.00				\$302,981.00
2	3	English Learners Foster Youth Low Income					\$418,179.00	\$418,179.00
2	4	English Learners						\$0.00
2	5	All		\$20,000.00				\$20,000.00
2	6	All		\$103.00				\$103.00
2	7	All		\$78,825.00				\$78,825.00
2	8	All		\$129,375.00				\$129,375.00
3	1	All						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All						
4	1	English Learners Foster Youth Low Income		\$210,097.00	\$275,000.00		\$67,000.00	\$552,097.00
4	2	English Learners Foster Youth Low Income		\$45,000.00	\$13,435.00			\$58,435.00
4	3	English Learners Foster Youth Low Income					\$59,250.00	\$59,250.00
4	4	English Learners Foster Youth Low Income		\$221,323.00				\$221,323.00
4	5	English Learners Foster Youth Low Income		\$202,637.00	\$50,147.00			\$252,784.00
4	6	English Learners Foster Youth Low Income		\$27,360.00				\$27,360.00
4	7	English Learners Foster Youth Low Income		\$10,000.00				\$10,000.00
5	1	All		\$76,250.00				\$76,250.00
5	2	English Learners Foster Youth Low Income		\$9,190.00				\$9,190.00
5	3	All		\$115,700.00				\$115,700.00
5	4	All		\$30,300.00				\$30,300.00
5	5	All		\$67,675.00				\$67,675.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,426,559.00	\$3,309,570.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,426,559.00	\$3,309,570.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1		Schoolwide	English Learners Foster Youth Low Income		\$625,189.00	\$625,189.00
1	3		Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
1	5		Schoolwide	English Learners Foster Youth Low Income		\$770,282.00	\$770,282.00
2	2		Schoolwide	English Learners Foster Youth Low Income		\$302,981.00	\$302,981.00
2	3		Schoolwide	English Learners Foster Youth Low Income			\$418,179.00
2	4		Limited to Unduplicated Student Group(s)	English Learners			\$0.00
4	1		Schoolwide	English Learners Foster Youth Low Income		\$210,097.00	\$552,097.00
4	2		Schoolwide	English Learners		\$45,000.00	\$58,435.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
4	3		Schoolwide	English Learners Foster Youth Low Income			\$59,250.00
4	4		Schoolwide	English Learners Foster Youth Low Income		\$221,323.00	\$221,323.00
4	5		Schoolwide	English Learners Foster Youth Low Income		\$202,637.00	\$252,784.00
4	6		Schoolwide	English Learners Foster Youth Low Income		\$27,360.00	\$27,360.00
4	7		Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
5	2		Schoolwide	English Learners Foster Youth Low Income		\$9,190.00	\$9,190.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Coversheet

2021-22 LCAP: Watsonville Prep

Section:	III. Finance
Item:	E. 2021-22 LCAP: Watsonville Prep
Purpose:	Vote
Submitted by:	
Related Material:	WPS Proposed 2021-22 LCAP.pdf



Date: June 8, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

Background

The Local Control and Accountability Plan (LCAP) documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan which is reviewed and updated annually as required by the California Department of Education. Charter schools complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The Budget Overview for Parents, LCAP, and Annual Update Template must be completed by all LEAs each year.

The LCAPs that have been developed for Gilroy Prep School, Hollister Prep School, and Watsonville Prep School include detailed information regarding the schools' performance on the California School Dashboard and goals for the next year.

The LCAP goals are below and align to Navigator's five compass points:

1. Create a culture of excellence within the school community to foster a positive school climate, promote a sense of belonging and nurture social, emotional, & academic growth.
2. All students will receive data-driven instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other CA State Standards.
3. Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.
4. Ensure equitable access to curriculum, programs, and pathways for student success.
5. Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

Recommendation

Staff recommends the Board to Approve the 2021-22 Budget Overview for Parents (BOP), the Local Control Accountability Plans (LCAP), and the annual updates for the 2019-20 LCAP and the Learning Continuity Plan (LCP) for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep School

CDS Code: 447724803189092032

School Year: 2021-22

LEA contact information:

Ami Ortiz

Director of Business & Finance

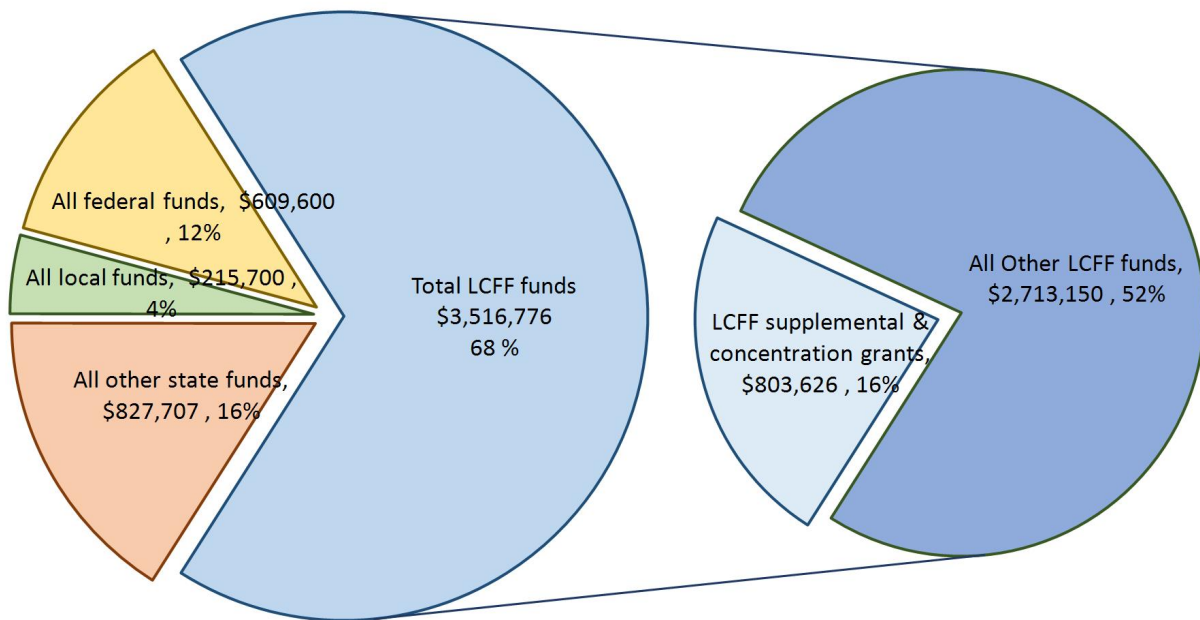
ami.ortiz@navigatorschools.org

8312174881

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



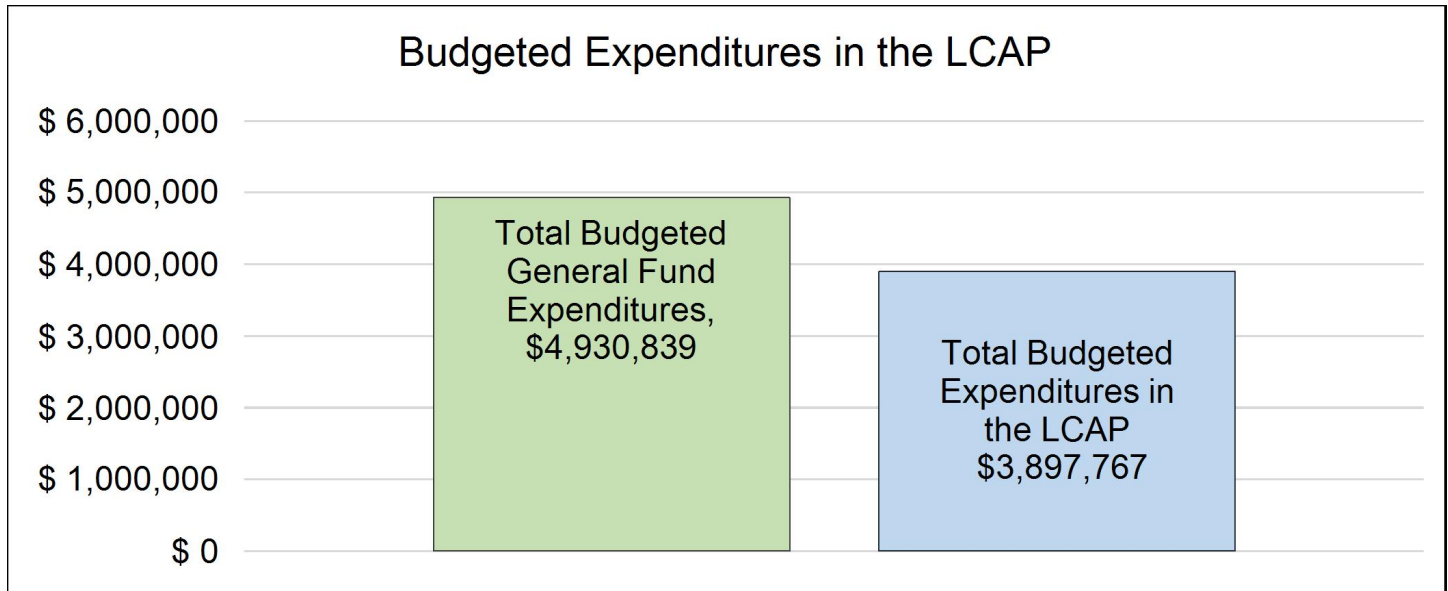
This chart shows the total general purpose revenue Watsonville Prep School expects to receive in the coming year from all sources.

The total revenue projected for Watsonville Prep School is \$5,169,783, of which \$3,516,776 is Local Control Funding Formula (LCFF), \$827,707 is other state funds, \$215,700 is local funds, and \$609,600 is

federal funds. Of the \$3,516,776 in LCFF Funds, \$803,626 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Watsonville Prep School plans to spend \$4,930,839 for the 2021-22 school year. Of that amount, \$3,897,767 is tied to actions/services in the LCAP and \$1,033,072 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

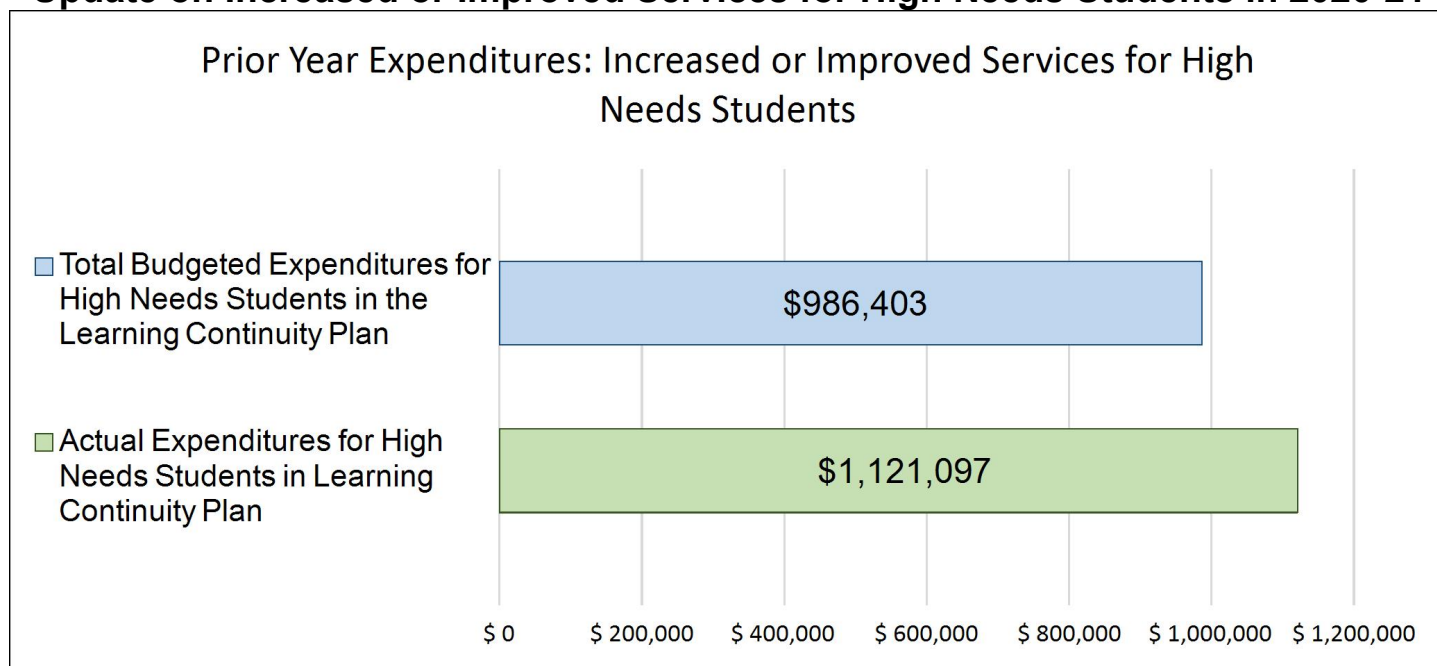
Other operating expenses, including consulting fees, district oversight fee, legal fees, audit, field trips, communications, prof dev, liability insurance, and payroll expenses

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

In 2021-22, Watsonville Prep School is projecting it will receive \$803,626 based on the enrollment of foster youth, English learner, and low-income students. Watsonville Prep School must describe how it intends to increase or improve services for high needs students in the LCAP. Watsonville Prep School plans to spend \$2,460,230 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Watsonville Prep School 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 Watsonville Prep School 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, Watsonville Prep School's Learning Continuity Plan budgeted \$986,403 for planned actions to increase or improve services for high needs students. Watsonville Prep School actually spent \$1,121,097 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Watsonville Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Staff Surveys 19-20 Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend. Baseline Staff Surveys - 75% of staff feel proud to tell people where they work and 75% would recommend working at Navigator to a good friend.	98% of staff feel proud to tell people where they work and 91% would recommend working at Navigator to a good friend.
Metric/Indicator Parent Surveys 19-20 Parent Surveys - Safe and supported: 75% or better Satisfied with academic results: 75% or better Baseline Parent Surveys - Safe and supported: 75% or better	Safe and supported: 87% or better Satisfied with academic results: 92% or better

Expected	Actual
Satisfied with academic results: 75% or better	
Metric/Indicator Suspension Rates 19-20 Suspension Rates - Maintain baseline of less than 2% Baseline Less than 2%	0%
Metric/Indicator Student Attendance Rates, as a measure of student engagement. 19-20 Student Attendance Rates, as a measure of student engagement - Maintain baseline of 94% of enrollment. Baseline 94% ADA	94%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff Watsonville Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	1000-Salaries 2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$426,892	LCFF 312,651
Maintain an MTSS Coordinator at .10 FTE to strengthen implementation of positive behavior interventions and supports and social/emotional curriculum to promote and encourage positive behavior and help maintain a low suspension rate.	1000-Salaries 3000-Benefits 4000-Supplies	LCFF 8,959

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF \$11,717	
Watsonville Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to measure student growth in SEL skills and school culture.	4000-Supplies 5000-Services LCFF \$1,390	LCFF 1,390
Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to supervise students before and after school, and during recess and lunch.	2000-Salaries 3000-Benefits 4000-Supplies 5000-Services LCFF \$194,307	LCFF 256,875
Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	5000-Services LCFF \$310,368	LCFF 303,612

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator NWEA assessment 19-20 65% of students will grow by more than 1 year in Mathematics and English Language Arts on the NWEA MAP assessments. Baseline Fall Assessment Data	N/A
Metric/Indicator Navigator will use NWEA MAP to assess students in ELA and Math. 19-20 Maintain baseline Baseline Students will take this assessment three times a year- fall, winter, and spring.	Navigator used NWEA MAP to assess students in ELA and Math. Students took this assessment three times this year- fall, winter, and spring.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.	1000-Salaries 3000-Benefits LCFF \$502,342	LCFF 463,579
Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	1000-Salaries 3000-Benefits \$102,897	LCFF 96,093
Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	2000-Salaries 3000-Benefits LCFF \$142,272	LCFF 146,135
Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	See Goal 1, Action 5 0	See Goal 1, Action 5 0
Maintain a full-time Curriculum & Data Specialist at the Support Office to support curriculum documentation and improve use of data at the school site.	See Goal 1, Action 5 0	See Goal 1, Action 5 0
Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	4000-Supplies 5000-Services LCFF \$76,600	LCFF 77,831

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for teachers an average of 20 times a school year	Weekly coaching for teachers an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20 Maintain or exceed baseline Baseline Weekly coaching for small group instructors an average of 20 times a school year	Weekly coaching for small group instructors an average of 20 times a school year
Metric/Indicator Coaching Log/Meeting Records 19-20	Weekly coaching for administrators an average of 20 times a school year

Expected	Actual
Maintain or exceed baseline Baseline Weekly coaching for administrators an average of 20 times a school year	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.	See Goal 1, Action 1 0	See Goal 1, Action 1 0
Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, Director of IT and Operations will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.	See Goal 1, Action 5 0	See Goal 1, Action 5 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of All Students placed in inclusive environment 19-20 98% or better Baseline 98%	100%
Metric/Indicator % of Students not meeting standards who receive intervention support 19-20 99% or better Baseline 99%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	1000-Salaries 2000-Salaries 3000-Benefits	LCFF 190,299

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF \$80,768 1000-Salaries 2000-Salaries 3000-Benefits Special Education \$97,628	Special Education 87,639
Watsonville Prep School will hire a school site Psychologist at .2 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.	1000-Salaries 3000-Benefits LCFF \$27,540	LCFF 27,540
Provide summer school for students who are not achieving at grade level.	Title I \$10,000	Title I 20,000
Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	2000-Salaries 3000-Benefits 4000-Supplies LCFF \$25,711 2000-Salaries 3000-Benefits 4000-Supplies Other \$102,844	LCFF 21,406 Other 126,340
Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	1000-Salaries 3000-Benefits 5000-Services LCFF \$98,931	LCFF 59,098

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Students with a 1:1 I-pad ratio 19-20 100% Baseline 100%	100%
Metric/Indicator % of Students with access to adaptive applications to support personalized learning 19-20 100% Baseline 100%	100%
Metric/Indicator % Customer Satisfaction rates: IT job tickets resolved satisfactorily 19-20 93%	98%

Expected	Actual
Baseline 93%	
Metric/Indicator % Customers indicate job tickets completed in a reasonable time 19-20 93% Baseline 93%	98%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	2000-Salaries 3000-Benefits LCFF \$54,288	LCFF 55,138
Effectively utilize Illuminate for student assessment and reporting.	5000-Services LCFF \$15,000	LCFF 5,512
Maintain a 1:1 I-Pad ratio for all students.	4000-Supplies LCFF \$101,400	LCFF 54,540
To support staff effectiveness and efficiency, provide staff with up to date technology.	4000-Supplies LCFF \$32,000	32,900
Have a high speed internet wireless network with sufficient bandwidth.	5000-Services LCFF \$22,423	5,565

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students who may benefit from in person instruction are identified through beginning of the year assessments that include the following assessments: NWEA MAP, reading fluency measures, and math fluency measures. Meetings are arranged with the child's parent/guardian to discuss the instructional support, answer any questions and obtain permission.	42,000	8,959	Yes
Student goals are established and shared with students and parents/guardians.	1,000	1,000	No
Staff are hired to provide additional in person learning support to students and budget allocations are made.	38,000	60,282	Yes
Vice Principals for Academics will provide training to launch the program and ongoing training as needed.	59,750	51,975	No
Safety protocols are established, trained on, and implemented by the staff and students.	86,000	128,250	No
Progress monitoring data is analyzed monthly at the site leadership data meeting to ensure that students are making adequate progress.	37,125	43,128	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures

Analysis of In-Person Instructional Offerings

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

Success: Student attendance and engagement remained high the entire year for in-person instruction. Staff received ongoing coaching throughout the school year. On Fridays, students received intensive intervention in smaller ratios. Academic performance has been generally much higher for students that returned to in-person instruction.

Challenges: Our lowest performing students, in some cases, had the worst attendance and lowest growth. It was difficult to get families to consistently bring students to school for the shorter school day. Some staff chose to stay home over getting vaccinated so our transition back to school was complicated by this fact.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student goals are established and shared with students and parents/guardians	59,400	72,000	Yes
Staff are provided the materials and training necessary to initiate the program	102,000	46,602	Yes
Safety protocols are established, trained on, and implemented by the staff and students	70,800	75,671	No
Progress monitoring data is analyzed monthly CHANGE WEEKLY at the site leadership data meeting to ensure that students are making adequate progress	32,076	44,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures

Analysis of the Distance Learning Program

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

Successes: Some of the successes of continuity of instruction were that teachers implemented a program that is consistent with our in-person instruction, students worked in small groups with teachers and small group instructors, and instructional support team members were able to monitor student progress on blended learning and other assignments.

Challenges: Two of the biggest challenges of continuity of instruction during distance learning were maintaining student focus and engagement while on zoom with instructional staff, and attempting to teach and engage students who were in loud, distracting environments. In addition, implementing intervention with struggling students was difficult in a virtual setting, largely due to the two challenges stated above.

Successes: Every Navigator student was given a tablet to use at home during distance learning. Every Navigator student that did not have Internet access at home was given a hotspot to have Internet access. Students and parents were able to email or call for technical support. If needed an appointment was made to troubleshoot the issue or swap out the tablet or hotspot.

Challenges: The main challenges were when a tablet or hot stopped working. When a tablet stopped working the student was without access until the device could be fixed or replaced. Hotspots do not work perfectly well in every location and this affected students' access with slow internet speeds which made video conferencing challenging and their online apps work slowly or intermittently.

Successes:

Teachers attended a series of professional development sessions that focused on using a variety of online engagement techniques to maximize student learning. Academic coaches observed teachers' online instruction on a daily basis and provided feedback during weekly coaching meetings on teachers' implementation of online engagement strategies.

All staff were trained on Pear Deck and Class Kick. These online programs allowed instructional staff to view student work in real time and provide in-the-moment instructional feedback to support student mastery of the instructional content. Academic coaches followed up with instructional staff on an ongoing basis to support the use of Pear Deck and Class Kick to maximize student learning.

Navigator provided explicit training on the Zoom platform and on-call technical support for staff, students, and families.

Challenges:

Academic coaches at Navigator frequently implement live coaching by providing teachers with in-the-moment feedback during their instruction. Live coaching, while doable over Zoom instruction, was not as easy to implement as in person instruction. Coaches tried giving feedback in the chat, but teachers would not always see the feedback in a timely manner.

Professional Development was not always as finished of a product as the Navigator staff would have liked it to be, as even the experts were still figuring out best practices for online instruction as PD was being delivered. The Navigator leadership and instructional teams frequently read educational articles, blogs and attended webinars from educational experts and brought back best practices for online instruction. The turnaround time between the leadership learning new information and the delivery to all staff was often quick.

Successes: Navigator Schools was able to avoid lay-offs and all employees continued employment during distance learning time. Navigator was able to provide employees with the materials and supplies needed to complete responsibilities from home. Employees who fulfilled duties outside of their normal job description were trained and coached depending on skills and duties of the role.

Challenges: Some employees were not equipped or comfortable with fulfilling responsibilities outside of their normal job description. An additional challenge during distance learning was assigning duties and responsibilities that were reflective of a normal work day. Some employee responsibilities increased during distance learning, and others decreased.

Successes: The daily leveled, small groups in English language arts, and mathematics were very effective in meeting the needs of diverse learners. Teachers were able to provide language scaffolding, and front-loading of vocabulary, and to provide accommodations to help students access the curriculum. Staff who have been trained to provide additional support to students who needed it, were trained and deployed to help students who needed it. The special education support provided to students was a success in many ways, though also challenging. All of the students with IEPs were able to receive specialized support they needed as part of their IEPs, once the IEPs were aligned with the limitations of the DL model. Daily data meetings, and additional staff to make home-school connections, were also important parts of the success of the DL model for all students, and especially for those students with unique learning needs. The feedback loop about instructional efficacy was very short, and allowed for immediate changes to be made to improve outcomes for students with unique learning needs.

Challenges: The DL model provided challenges for the team responsible for serving students with unique learning needs for several reasons. Many of the students with unique learning needs appeared to be less successful at attending to specific IEP services, such as OT, and speech. The zoom format was not conducive for demonstrations of fine motor skills or some articulation modeling, for example. For some of the students in particular housing situations, the internet access, even with the school provided hotspot, was inconsistent.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.	186,045	137,700	Yes
Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals.	173,280	182,400	Yes
Implement daily community meetings to address social emotional and academic development	76,500	137,700	Yes
Provide students with at-home learning trackers to help them set, measure, and achieve goals	4,800	4,800	No
Assign staff to do daily check-ins with students and/or families	26,701	56,574	Yes
Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs	83,125	121,685	Yes
Implement weekly enrichment activities and/or clubs to promote student engagement and participation	11,880	61,131	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Successes: During the school closure teachers were able to utilize a variety of academic instructional strategies to promote rigorous learning. These strategies included providing all students with access to grade level content and standards presented by highly effective, well-prepared teachers, no matter who the student was. The teachers, and support staff were able to scaffold the instruction within the leveled center rotations, and other designated small group time to address the needs of English learners or other unique learners. The instructional staff relied on frequent data collection and analysis of student performance on common assessments to guide the next day's instruction. All students who needed it had access to additional instructional time, a very effective strategy to address learning loss. Students who were homeless were provided special access to the school's WIFI during the closure. Weekly collaboration meetings between teachers and special education staff ensured that the academic needs of pupils with unique learning were met through a variety of accommodations and modifications as needed.

Challenges: Ensuring that the unique learning needs of all students were met during the school closure, through the DL model was a challenge. Some students with identified attention issues, or behavioral challenges, appeared to struggle more through the zoom platform. Several of the students' parents expressed concerns about their students ability to pay attention to the teacher's instructions via zoom. Some of the students whose housing conditions were not optimum for learning, i.e. crowded, noisy, or less structured with routines, struggled to maintain good progress in academics.

Successes: Teachers implemented daily and weekly formative assessments that informed instruction for the next day or week. Navigator teachers used online platforms such as Pear Deck and Class Kick to monitor student work during assessments and work completion percentages were high on the platforms, and the information learned from work on these platforms supported teachers to plan lessons according to student needs. In addition, weekly SEL surveys provided instructional and counseling staff with information about student SEL needs.

Challenges: One of the biggest challenges that Navigator faced were administering assessments that produced valid results. Some students struggled with logging into NWEA MAP and ELPAC assessments, and although we communicated clearly with parents about the importance of students taking assessments independently, we believe that some parents assisted their children on questions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

NS has approached the mental health, and social emotional needs of our students and families in 2020-21 through the lens of a multi-tiered system of support (MTSS) framework, which has led to some successes in our ability to monitor the needs of our students and families.

A wellness team, consisting of counselors, the psychologist, a student services leader, and counseling interns, met twice a week, once at a comprehensive MTSS team meeting, and once at a specific wellness team meeting, each to address student mental health and social emotional needs.

The wellness team, using the results of a weekly, student-centered SEL survey, reviewed how students were feeling each week, and how connected they felt to an adult, and then assigned key staff or provided individual support to students as needed, i.e. a weekly check-in, phone call to family or a referral for outside services.

At the weekly MTSS meeting, the wellness team, with a broader school team, reviewed the progress of students who have been receiving less intensive support, such as social skills or group counseling. They discussed the ongoing and new needs of the school site in terms of student-centered training, parent education, or staff professional development in the area of mental health. This team reviewed the quarterly Panorama SEL survey to understand trends and next steps needed to support student groups in mental health and SEL skills.

This past year the wellness team trained the staffs in trauma informed practices beginning and advanced levels, in suicide prevention and with strategies to support students with positive behavior. The team also sponsored the May Mental Health Awareness series that included training, strategies, and engaging activities for students, staff and families. The team provided specific training to students in the area of mental health, and supported the use of structured, weekly SEL lessons for all students in the school.

Challenges: The A challenge for the schools in the area of monitoring mental health has been in the area of staffing. Due to the increase in students needing support, the staff has felt the need to request more resources to help with student counseling, home visits, social skills groups, and parent education. Also, there has been an increase in the numbers of instructional staff who themselves expressed needs in the area of mental health. This has been an added stress to the wellness team, though it wasn't a surprise. Another challenge for the schools was in accessing referrals for outside mental health support for students and families. In our communities there have been gaps in who is able to receive more support, and when it is available. Appointments for some families were difficult to obtain, and families with certain types of insurances were unable to find appropriate resources. A final challenge that the school closure highlighted was in the area of access. Some students who desperately needed support in the area of mental health or social emotional skills were not participating in the offerings from the school. Their attendance during the distance learning support was very limited.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The 2020-2021 school year included both challenges and opportunities for engagement with students and families. Zoom meetings enabled more parents to participate in town hall meetings and school coffees without conflicting with home and work schedules. On the opposite site though, not allowing families on campus meant we couldn't have families participate in morning messages. Students definitely missed out on engagement opportunities during distance learning and hybrid because we couldn't eat lunch or play together. However, we were able to provide additional levels of support for students through home visits, meal pick ups, Zoom community meetings, and on site distance learning.

Outreach for enrollment was definitely a challenge as we were not able to speak face to face with potential families. School tours are a big recruitment tool so not being able to showcase our classrooms hindered recruitment progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Navigator students were able to pick up meals from their school site once a week that included breakfast and lunch. Also, meals were provided during school breaks, such as the November, December, February, and April breaks.

Challenges:

The challenges were meal availability and food quality. Ensuring meals were available during a day and time families were able to pick up the meal was somewhat challenging. Another challenge was food quality would be less than par at times and at random. However, both challenges were minimal and we were able to overcome both.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Additional staff designated and trained to support tiered interventions in ELA and mathematics	139,080	156,928	No
	Adoption of NWEA MAP testing in Kindergarten through Third grade to provide summative and progress monitoring data about student achievement	7,200	6,491	Yes
	Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements	9,282	5,938	No
	Tier 2 and Tier 3 response teams for home visits for any extreme needs	92,530	58,110	Yes
	Creating childcare options for staff to ensure teachers can instruct	11,520	0	No
	All non-instructional staff assigned to make phone calls home for students that are absent to find out why	30,421	47,145	Yes
	Provided instructional staff desktop and laptops so that Zoom was more effective	37,000	9,600	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In place of expenditures on staff technology that was not needed, we spent the funds on student technology devices

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-2021 school year, collaboration among classroom teachers and other instructional staff became crucial in identifying student academic strengths and gaps. School sites implemented data meetings to ensure that academic goals were being met by the students. Data meetings will continue and have influenced the development of the 2021-2022 LCAP and beyond.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Instructional staff will meet weekly in Professional Learning Communities (PLCs) to review progress monitoring data. During the PLC meetings, instructional staff will review weekly standards quiz data in ELA, math and science and reflect on how their instructional practices led to students' successes as well as areas of growth on the Common Core standards and NextGen Science Standards assessed. The instructional teams will then use that information to plan learning interventions and reteaches for the standards and objectives in which students are not yet proficient.

Adoption of NWEA MAP testing in Kindergarten through eighth grade will provide summative and progress monitoring data about student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There did not appear to be any substantive differences between the description of the action or services identified as contributing towards meeting the increased or improved services requirement, and the action or services implemented to meet the increased or improved service requirement. The DL instructional model that was implemented aligned with the descriptions, in fact the model was designed to meet the details of the actions or services identified. The use of data driven instruction, leveled groups, increased data analysis cycles, additional support staff to help students, increased family outreach, increase mental health check-ins, increased food access, all led to an increase and/or improvement in the services to students, and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have shown:

- *Student academic outcomes were negatively affected by school closures in 2019-20 and 2020-2021
- *2020-2021 K-3 reading student outcomes showed increased percentages of below proficient
- *2020-2021 student SEL surveys showed an increased need for school counseling and other behavioral support

Development of 21-22 LCAP has been developed to address learning loss due to the COVID pandemic. Below are the resulting adjustments:

- *Plan to increase staffing as a result for 21-24 LCAP to support lower student:teacher ratios
- *Plan to implement new curriculum to address learning loss
- *Additional counseling support will be provided for students
- *Daily classroom SEL meetings will continue
- *Add Middle School Vice Principals to support academics and behavior in grades six through 8

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,437,318.00	2,353,102.00
	102,897.00	38,465.00
LCFF	2,123,949.00	2,080,658.00
Other	102,844.00	126,340.00
Special Education	97,628.00	87,639.00
Title I	10,000.00	20,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,437,318.00	2,353,102.00
	2,437,318.00	2,353,102.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,437,318.00	2,353,102.00
		102,897.00	38,465.00
	LCFF	2,123,949.00	2,080,658.00
	Other	102,844.00	126,340.00
	Special Education	97,628.00	87,639.00
	Title I	10,000.00	20,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	944,674.00	883,487.00
Goal 2	824,111.00	783,638.00
Goal 3	0.00	0.00
Goal 4	443,422.00	532,322.00
Goal 5	225,111.00	153,655.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$263,875.00	\$293,594.00
Distance Learning Program	\$264,276.00	\$238,273.00
Pupil Learning Loss	\$562,331.00	\$701,990.00
Additional Actions and Plan Requirements	\$327,033.00	\$284,212.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,417,515.00	\$1,518,069.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$146,750.00	\$181,225.00
Distance Learning Program	\$70,800.00	\$75,671.00
Pupil Learning Loss	\$16,680.00	\$65,931.00
Additional Actions and Plan Requirements	\$196,882.00	\$172,466.00
All Expenditures in Learning Continuity and Attendance Plan	\$431,112.00	\$495,293.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$117,125.00	\$112,369.00
Distance Learning Program	\$193,476.00	\$162,602.00
Pupil Learning Loss	\$545,651.00	\$636,059.00
Additional Actions and Plan Requirements	\$130,151.00	\$111,746.00
All Expenditures in Learning Continuity and Attendance Plan	\$986,403.00	\$1,022,776.00

Local Control 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
Watsonville Prep School	Ami Ortiz Director of Business & Finance	aortiz@navigatorschools.org 8312174881

Plan Summary [2021-22]

General Information

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

Watsonville Prep students come primarily from the City of Watsonville where the free and reduced lunch population is around 92%. These students are predominantly Hispanic English learners who have been struggling in the traditional public schools. Watsonville Prep School (WPS) serves a student body in grades transitional-kindergarten through grade 4. In the fall of 2021, WPS served 221 students with the following demographics: 85.1% socio-economically disadvantaged, 65.5% English language learners, 7.7% special education, and 3.6% homeless. The majority of WPS students are Hispanic: 98.8% Hispanic or Latino, .6% White, and .6% Filipino. The US Census Bureau estimates the City of Watsonville with a population of 53,856 in 2019.

The community has vibrant agribusiness and the town has also become home to commuters to Silicon Valley and San Jose. Navigator current schools, Gilroy and Hollister Prep Schools are successfully closing the achievement gap for the traditionally underserved students of both communities. It is inherent to the mission and vision of Navigator Schools for its demographics to reflect the communities being served. Through a research based, mission-aligned model of personalized learning, full inclusion, smart technology, and strong instructional staff development, students are significantly outperforming their counterparts across the state.

Navigator believes creating schools that are diverse by design is in the best interests of both students and the community and schools should be open to students who most often are marginalized or left out of innovative educational opportunities. As such, Navigator holds sacred the goal of enrolling students who have disabilities, students who are English Learners, students who identify as homeless or foster youth, and students who are identified as low-income or at-risk as the districts.

Reflections: Successes

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

We have implemented a network-wide data analysis and reporting system called Educlimber which allows us to predict success on the CSD. It also allows us to track student academic progress on local assessments. The school has enacted new ELD programs to support English learners. In the areas of attendance, we have aggressively addressed chronic absenteeism by conducting home visits and parent conferences. Lastly, we have implemented restorative justice practices as an alternative to suspensions and expulsions. We anticipate seeing improvement on the dashboard in all of these areas.

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.

Chronic absenteeism and suspension rate have been two areas that the school needed to take immediate action and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We conduct home visits and hold parent conferences with the teacher and site administrators to problem solve with families. In extreme cases, we have provided unique support such as picking students up in the mornings to ensure their attendance.

LCAP Highlights

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

This year's LCAP supports academic growth by continuing with a steady focus on strategies that have proven successful at Navigator Schools existing schools, Gilroy Prep and Hollister Prep: creating a culture of excellence, data driven instruction, coaching for continuous improvement, multi-tiered system of support, and effective integration of technology to support blended learning and personalized learning. Watsonville Prep will concentrate on Multi-tiered Systems of Support (MTSS) and its implementation of Positive Behavior Support and Intervention.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders have consistently been involved in the LCAP process through parent coffees, School Site Council meetings, board meetings, surveys, and availability of the LCAP on the website.

A summary of the feedback provided by specific stakeholder groups.

Feedback was focused on a few key areas, including strengthening the middle school program to ensure our students are ready to succeed in high school, college, and beyond. Another area of focus was improving the social emotional health of all students but especially our most vulnerable students (students of color, LGBTQ, socio-economically disadvantaged) as survey results and professional development activities indicate a need to improve. Finally, the need to focus on learning loss and closing the achievement gap was even more evident after this pandemic year.

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

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to hire a middle school vice principal. The unique needs of this age span of students teamed with COVID-19 impacts created a compelling rationale for this new position. The Middle School VP will be able to address complexities of the grade span including behavioral, academic and social emotional needs. The VP will also be responsible for evaluation and coaching of instructional staff.

Additionally, staff and community input resulted in the desire to hire additional instructional staff to teach small groups and bring the student:teacher ratio down to 15:1.

Finally, learning loss paraprofessionals will be hired to support Tier 2 and Tier 3 interventions throughout the 2021-22 school year. It was from input from school site councils and site leadership team discussions that led to this decision.

Goals and Actions

Goal

Goal #	Description
1	Create a Culture of Excellence within the school community (students, staff, and parents) to foster a positive school climate, promote a sense of belonging and nurture social, emotional, and academic growth.

An explanation of why the LEA has developed this goal.

The key indicator of a student's success in school can be directly tied to their level of engagement and instilling a strong culture is crucial for that engagement. From the moment a student, staff member, family, or outside visitor steps onto a Navigator campus, they can feel the strong Navigator culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys	70% of staff feel proud to tell people where they work and 70% would recommend working at Navigator to a good friend.				
Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.				
Student Surveys	70% feel proud to belong to HPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that they felt safe at school				
Suspension Rates	Less than 2%				
Student Attendance Rates, as a measure of student engagement.	94% ADA				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Staff Watsonville Prep School with leadership team to lead development and maintenance of positive school culture and operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community with communications in both English and Spanish.	\$440,972.00	Yes
2		Hire a .5 FTE counselor to provide counseling and wellness support for students, staff and Watsonville Prep Families.	\$60,750.00	Yes
3		Watsonville Prep School will purchase curriculum, provide professional development and implement restorative justice practices throughout the school. We will also purchase Panorama, a student climate survey tool, to measure student growth in SEL skills and school culture.	\$2,500.00	Yes
4		Provide a clean and safe environment, with facilities maintained and in good repair. Maintain a safe climate for students on our school grounds and in our parking lot by providing adequate yard duty staff to	\$389,641.00	No

Action #	Title	Description	Total Funds	Contributing
		supervise students before and after school, and during recess and lunch.		
5		Utilize the services of the Navigator Schools Support Office to provide charter management and support in governance, strategy, facilities, human resources, technology, finance, communications, academics, reporting, and operations, enabling site leadership to focus on instruction and culture.	\$484,545.00	Yes
6		Hire a .5 FTE community outreach facilitator to connect Watsonville Prep families with community resources and support student recruitment efforts.	\$60,750.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	All students will receive Data-Driven Instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Social Studies) from appropriately credentialed teachers and staff.

An explanation of why the LEA has developed this goal.

Relying on data to drive instruction enables every student to have his/her education personalized to challenge their areas of strength and support their areas for improvement. Knowing where every student is in relation to state standards gives the academic team the information they need to prepare students to be critical thinkers throughout their educational career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA assessment	Fall Assessment Data				
Navigator will use NWEA MAP to assess students in ELA and Math.	Students will take this assessment three times a year- fall, winter, and spring.				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$788,445.00	No

Action #	Title	Description	Total Funds	Contributing
2		Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.	\$257,851.00	Yes
3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$276,170.00	Yes
4		Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		Yes
5		Hire an additional Small Group Instructor for first, second and third grades to provide increased individual student and small group support to mitigate learning loss from the pandemic.	\$115,500.00	Yes
6		Purchase and utilize standards aligned instructional materials so that all students have access to appropriate curriculum in English Language Arts, Mathematics, Social Science, and Science.	\$30,200.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Provide weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning.

An explanation of why the LEA has developed this goal.

A pillar of Navigator's educational model is a strong focus on coaching and continual improvement for all staff members. The scope, sequence, and standards don't change from school to school but the employees do. Providing constant coaching and feedback ensures Navigator students are receiving the highest quality of instruction available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coaching Log/Meeting Records	Weekly coaching for teachers an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year				
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Site leadership will provide weekly coaching to all teachers, teachers in training and small group instructors, and principal will provide weekly coaching to site leadership.		No
2		Support Office personnel will provide weekly coaching to site staff: Director of Schools will coach Principal, Director of IT will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.		No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure equitable access to curriculum, programs, and pathways for student success through a multi-tiered system of supports.

An explanation of why the LEA has developed this goal.

Every Child by Name and Need isn't just a slogan at Navigator as the last line of the organization mission statement is "regardless of circumstances". Holding high expectations for all students and then providing them with the tools they need to meet and exceed those expectations helps to build a strong foundation of confidence and drive to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of All Students placed in inclusive environment	99%				
% of Students not meeting standards who receive intervention support	99%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$428,149.00	Yes
2		Watsonville Prep School will hire a school site Psychologist at .2 FTE to provide regular intervention support for students who are not	\$29,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achieving at grade level and/or demonstrates needs in behavior or social skills. They will also provide intervention for tier 2 and tier 3 students.		
3		Provide summer school for students who are not achieving at grade level.	\$30,050.00	Yes
4		Provide food service program that serves free and reduced-price breakfast and lunch for eligible students so that all students have equitable opportunity to be well-nourished during school.	\$110,226.00	Yes
5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.	\$177,750.00	Yes
6		Hire additional staff for extended day tier 2 intervention to mitigate learning loss associated with the pandemic.	\$27,360.00	Yes
7		Purchase materials and curriculum implement programs supporting diversity, equity and inclusion, hire consultants to support planning and training as needed.	\$10,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Use cutting edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future.

An explanation of why the LEA has developed this goal.

In addition to preparing students for the use of technology throughout their academic and professional careers, targeted use of technology enables students to lead classroom instruction, participate in collaborative projects, personalize instruction to provide extra challenges or scaffolded supports, and during this past year, was crucial to maintaining a high level of instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students with a 1:1 I-pad ratio	100%				
% of Students with access to adaptive applications to support personalized learning	100%				
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%				
% Customers indicate job tickets completed in a reasonable time	93%				

Actions

Action #	Title	Description	Total Funds	Contributing
1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$58,246.00	No
2		Effectively utilize Infinite Campus for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$9,190.00	Yes
3		Maintain a 1:1 I-Pad ratio for all students.	\$43,250.00	No
4		To support staff effectiveness and efficiency, provide staff with up to date technology.	\$27,005.00	No
5		Have a high speed internet wireless network with sufficient bandwidth.	\$40,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.24%	803,626

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.

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

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator has provided additional support for our most vulnerable students including foster youth, English learners, and economically disadvantaged students. These services include hiring additional student services paraprofessionals, a counselor, and Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities. In addition to ensuring access to 1:1 technology at school and at home, visits to student homes were and will be provided for students experiencing engagement challenges. Parents have been provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages. Weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,291,222.00	\$200,675.00		\$405,870.00	\$3,897,767.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,855,744.00	\$1,042,023.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income		\$440,972.00				\$440,972.00
1	2	English Learners Foster Youth Low Income		\$60,750.00				\$60,750.00
1	3	English Learners Foster Youth Low Income		\$2,500.00				\$2,500.00
1	4	All		\$389,641.00				\$389,641.00
1	5	English Learners Foster Youth Low Income		\$484,545.00				\$484,545.00
1	6	All		\$60,750.00				\$60,750.00
2	1	All		\$788,445.00				\$788,445.00
2	2	English Learners Foster Youth Low Income		\$257,851.00				\$257,851.00
2	3	English Learners Foster Youth Low Income					\$276,170.00	\$276,170.00
2	4	English Learners Foster Youth Low Income						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income		\$115,500.00				\$115,500.00
2	6	All		\$30,200.00				\$30,200.00
3	1	All						
3	2	All						
4	1	English Learners Foster Youth Low Income		\$213,499.00	\$175,000.00		\$39,650.00	\$428,149.00
4	2	English Learners Foster Youth Low Income		\$29,217.00				\$29,217.00
4	3	English Learners Foster Youth Low Income					\$30,050.00	\$30,050.00
4	4	English Learners Foster Youth Low Income		\$46,476.00	\$3,750.00		\$60,000.00	\$110,226.00
4	5	English Learners Foster Youth Low Income		\$155,825.00	\$21,925.00			\$177,750.00
4	6	English Learners Foster Youth Low Income		\$27,360.00				\$27,360.00
4	7	English Learners Foster Youth Low Income		\$10,000.00				\$10,000.00
5	1	All		\$58,246.00				\$58,246.00
5	2	English Learners Foster Youth Low Income		\$9,190.00				\$9,190.00
5	3	All		\$43,250.00				\$43,250.00
5	4	All		\$27,005.00				\$27,005.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	All		\$40,000.00				\$40,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,853,685.00	\$2,460,230.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,853,685.00	\$2,460,230.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1		Schoolwide	English Learners Foster Youth Low Income		\$440,972.00	\$440,972.00
1	2		Schoolwide	English Learners Foster Youth Low Income		\$60,750.00	\$60,750.00
1	3		Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
1	5		Schoolwide	English Learners Foster Youth Low Income		\$484,545.00	\$484,545.00
2	2		Schoolwide	English Learners Foster Youth Low Income		\$257,851.00	\$257,851.00
2	3		Schoolwide	English Learners Foster Youth Low Income			\$276,170.00
2	4		Schoolwide	English Learners Foster Youth Low Income			
2	5		Schoolwide	English Learners		\$115,500.00	\$115,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
4	1		Schoolwide	English Learners Foster Youth Low Income		\$213,499.00	\$428,149.00
4	2		Schoolwide	English Learners Foster Youth Low Income		\$29,217.00	\$29,217.00
4	3		Schoolwide	English Learners Foster Youth Low Income			\$30,050.00
4	4		Schoolwide	English Learners Foster Youth Low Income		\$46,476.00	\$110,226.00
4	5		Schoolwide	English Learners Foster Youth Low Income		\$155,825.00	\$177,750.00
4	6		Schoolwide	English Learners Foster Youth Low Income		\$27,360.00	\$27,360.00
4	7		Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
5	2		Schoolwide	English Learners Foster Youth Low Income		\$9,190.00	\$9,190.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Coversheet

Proposed 2021-22 Navigator Schools Budget

Section:	III. Finance
Item:	F. Proposed 2021-22 Navigator Schools Budget
Purpose:	Vote
Submitted by:	
Related Material:	2021-22 Proposed Budget.pdf NS 3-Yr Budget Projections.pdf



2021-22 Proposed Budget Narrative

June 2021

Board of Directors Meeting

2021-22 Proposed Budget Narrative

	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
Gilroy Prep School (GPS)	173K	2.4M	2.6M
Hollister Prep School (HPS)	203K	2.5M	2.7M
Watsonville Prep School (WPS)	239K	420K	660K
Charter Management Organization (CMO)	172K	830K	1M
Total	787K	6.17M	6.95M

■ GPS Proposed Budget

- Using the latest Fiscal Crisis & Management Assistance Team (FCMAT) calculator for Local Control Funding Formula (LCFF) revenue for 540 students, which includes a COLA increase of 5.07%
- ESSER II & III funding and AB86 funding in the amount of \$888,900 has been added into the revenue
- Technology is \$243,000 to replace unsupported technology due to being outdated
- GPS will staff a total of 74.75 FTEs compared to 68.75 FTEs in 2020-21
 - Adding an additional 3 Small Group Instructors (SGI)
 - Adding an additional Teacher in Training (TNT)
 - Adding 1 Learning Loss Paraprofessional
 - Adding an additional 1 Special Education Paraprofessional

■ HPS Proposed Budget

- Using the latest Fiscal Crisis & Management Assistance Team (FCMAT) calculator for Local Control Funding Formula (LCFF) revenue for 540 students, which includes a COLA increase of 5.07%
- ESSER II & III funding and AB86 funding in the amount of \$890,000 has been added into the revenue



- Technology is \$169,100 to replace unsupported technology due to being outdated
- HPS will staff a total of 72 FTEs compared to 65 FTEs in 2020-21
 - Adding an additional 3 Small Group Instructors (SGI)
 - Adding an additional 1 Teacher in Training (TNT)
 - Adding 1 Learning Loss Paraprofessional
 - Adding an additional 2 Special Education Paraprofessionals to assist with identified incoming students
- WPS Proposed Budget
 - Using the latest Fiscal Crisis & Management Assistance Team (FCMAT) calculator for Local Control Funding Formula (LCFF) revenue for 325 students, which includes a COLA increase of 5.07%
 - ESSER II & III funding and AB86 funding in the amount of \$565,800 has been added into the revenue
 - Technology is \$60,000 for new student iPads, new staff technology and replacement of outdated devices
 - WPS will staff a total of 51 FTEs compared to 31 FTEs in 2020-21
 - Adding an additional 3 Small Group Instructors (SGI)
 - Adding an additional 1 Teacher in Training (TNT)
 - Adding 1 Learning Loss Paraprofessional
 - Adding an additional 3 Special Education Paraprofessional
 - Adding 1 Speech Pathologist
 - Adding 1 Counselor (.50) and Community Outreach (.50)
 - Adding 1 Instructional Coach
 - STAFF FOR ADDING TK AND 4th GRADE
 - Adding 3 Teachers
 - Adding 2 SGI's
 - Adding 1 Special Education Paraprofessional
- CMO Proposed Budget
 - Donations & Grants total is 500k compared to 900k from 2020-21. Management fees are as follows:
 - HPS - 14%
 - GPS - 14%
 - WPS - 14%
 - Salaries include a total of 14.2 Full Time Equivalent (FTE) compared to 17.25 FTEs in 2020-21
 - Includes a 3% increase in salaries

Navigator Schools - 2021-22 Proposed Budget															
				GPS			HPS			WPS			CMO		
	Total 2021-22	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change	Proposed	Board Approved	% Change
	Proposed Budget	Budget	from	Budget	Budget	from	Budget	Budget	from	Budget	Budget	from	Budget	Budget	from
	2021-22	2020-21	2020-21	2021-22	2020-21	2020-21	2021-22	2020-21	2020-21	2021-22	2020-21	2018-19	2021-22	2020-21	2020-21
Enrollment Projection	1405	1301	7.99%	540	540	0.00%	540	540	0.00%	325	221				
REVENUE:															
LCFF Revenue	13,469,729	13,149,575	2.43%	4,940,034	4,725,123	4.55%	5,012,919	4,907,676	2.14%	3,516,776	2,361,341	48.93%	0	0	
Federal Revenue	1,960,415	2,038,470	-3.83%	670,334	1,124,870	-40.41%	680,481	913,600	-25.52%	609,600	1,079,844	-43.55%	0	0	
Other State Revenue	2,761,254	1,150,707	139.96%	968,992	642,538	50.81%	964,555	508,169	89.81%	827,707	218,112	279.49%	0	0	
Donations & Grants	715,500	913,802	-21.70%	7,500	8,802	-14.79%	7,500	5,000	50.00%	200,500	350,000	-42.71%	500,000	900,000	-44.44%
Other Revenue	110,929	60,000	84.88%	48,729	10,000	387.29%	20,000	7,000	185.71%	15,200	0	100.00%	27,000	43,000	-37.21%
CMO Management Fees	2,072,137	1,679,180	23.40%										2,072,137	1,679,180	23.40%
REVENUE	21,089,964	18,991,734	11.05%	6,635,589	6,511,333	1.91%	6,685,455	6,341,445	5.42%	5,169,783	4,009,297	28.94%	2,599,137	2,622,180	-0.88%
EXPENDITURES:															
Salaries	10,932,834	7,828,746	39.65%	3,500,463	3,126,997	11.94%	3,532,404	3,128,756	12.90%	2,390,528	1,732,355	37.99%	1,509,439	1,572,993	-4.04%
Benefits & Taxes	2,809,085	1,977,178	42.08%	854,713	767,965	11.30%	844,437	771,502	9.45%	651,695	443,967	46.79%	458,240	437,711	4.69%
Books & Supplies	1,243,740	1,209,717	2.81%	554,750	750,816	-26.11%	382,850	425,001	-9.92%	227,740	659,012	-65.44%	78,400	33,900	131.27%
Services & Other Operating Expen	3,245,329	1,782,539	82.06%	780,212	616,434	26.57%	939,919	812,673	15.66%	1,144,152	490,704	133.17%	381,046	353,432	7.81%
CMO Management Fees	2,072,137	1,348,592	53.65%	772,605	661,517	16.79%	782,809	687,075	13.93%	516,724	330,588	56.30%	0	0	0.00%
Capital Outlay	0	13,820	-100.00%	0	13,820	-100.00%	0	0	0.00%	0	329,652	-100.00%	0	0	0.00%
EXPENDITURES	20,303,125	14,160,592	43.38%	6,462,743	5,937,549	8.85%	6,482,418	5,825,007	11.29%	4,930,839	3,986,278	23.70%	2,427,124	2,398,036	1.21%
REVENUE LESS EXPENDITURES	786,839	4,831,142	-83.71%	172,846	573,784	-69.88%	203,037	516,438	-60.69%	238,944	23,019	938.03%	172,013	224,144	-23.26%
Projected Fund Balance at 6/30/21	6,169,302			2,442,089			2,476,603			420,594			830,016		
Projected Fund Balance at 6/30/22	6,956,141			2,614,935			2,679,640			659,538			1,002,029		

Navigator Schools 3-Year Budget Projections, 2021-22 through 2023-24
Informational only, not for approval

GPS			
	2021-22	2022-23	2023-24
REVENUE:			
Total 8000 · Gnl Purpose Entitlement LCFF	4,940,034	5,054,809	5,217,080
Total 8100 · 8299 Federal Revenue	670,334	803,541	811,912
Total 8300 · 8599 State Revenues	968,992	488,215	496,016
Total 8600 · 8699 Other Local Revenue	48,729	49,304	49,890
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500
Total Revenue	6,635,589	6,403,369	6,582,398
EXPENSES:			
Total 1000 - 2999 Salaries	3,500,463	3,412,827	3,515,212
Total 3000 - 3999 Taxes & benefits	854,713	880,851	931,052
Total 4000 · 4999 Books & Supplies	554,750	331,985	338,625
Total 5000 · 5999 Services & Other Oper. Exp	1,552,817	1,366,210	1,403,787
TOTAL EXPENSES	6,462,743	5,991,872	6,188,675
NET REVENUE	172,846	411,496	393,723
Beginning of Year Fund Balance	2,442,089	2,614,935	3,026,431
End of Year Fund Balance	2,614,935	3,026,431	3,420,154

HPS			
	2021-22	2022-23	2023-24
REVENUE:			
Total 8000 · Gnl Purpose Entitlement LCFF	5,012,919	5,081,466	5,239,664
Total 8100 · 8299 Federal Revenue	680,481	626,091	631,812
Total 8300 · 8599 State Revenues	964,555	471,780	479,150
Total 8600 · 8699 Other Local Revenue	20,000	20,000	20,000
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500
Total Revenue	6,685,455	6,206,837	6,378,127
EXPENSES:			
Total 1000 - 2999 Salaries	3,532,404	3,445,726	3,549,098
Total 3000 - 3999 Taxes & benefits	844,437	877,657	926,697
Total 4000 · 4999 Books & Supplies	382,850	227,025	230,366
Total 5000 · 5999 Services & Other Oper. Exp	1,722,727	1,512,036	1,547,678
TOTAL EXPENSES	6,482,418	6,062,444	6,253,839
NET REVENUE	203,037	144,393	124,288
Beginning of Year Fund Balance	2,476,603	2,679,640	2,824,033
End of Year Fund Balance	2,679,640	2,824,033	2,948,321

WPS			
	2021-22	2022-23	2023-24
REVENUE:			
Total 8000 · Gnl Purpose Entitlement LCFF	3,516,776	4,222,886	4,999,482
Total 8100 · 8299 Federal Revenue	609,600	518,992	544,722
Total 8300 · 8599 State Revenues	827,707	688,198	794,165
Total 8600 · 8699 Other Local Revenue	15,200	18,700	21,300
Total 8800-89 · Donations/Fundraising	200,500	157,700	160,725
Total Revenue	5,169,783	5,606,476	6,520,393
EXPENSES:			
Total 1000 - 2999 Salaries	2,390,528	2,743,032	3,109,512
Total 3000 - 3999 Taxes & benefits	651,695	771,070	887,385
Total 4000 · 4999 Books & Supplies	227,740	233,700	274,200
Total 5000 · 5999 Services & Other Oper. Exp	1,660,876	1,716,414	1,963,721
TOTAL EXPENSES	4,930,839	5,464,216	6,234,818
NET REVENUE	238,944	142,260	285,575
Beginning of Year Fund Balance	420,594	659,538	801,797
End of Year Fund Balance	659,538	801,797	1,087,373

CMO			
	CMO		
	2021-22	2022-23	2023-24
REVENUE:			
Total 8600 · 8699 Other Local Revenue	2,099,137	2,037,823	2,191,962
Total 8800-89 · Donations/Fundraising	500,000	500,000	500,000
Total Revenue	2,599,137	2,537,823	2,691,962
EXPENSES:			
Total 1000 - 2999 Salaries	1,509,439	1,554,722	1,601,364
Total 3000 - 3999 Taxes & benefits	458,240	499,939	546,385
Total 4000 · 4999 Books & Supplies	78,400	36,480	36,292
Total 5000 · 5999 Services & Other Oper. Exp	381,046	337,323	344,109
TOTAL EXPENSES	2,427,124	2,428,464	2,528,149
NET REVENUE	172,013	109,359	163,813
Beginning of Year Fund Balance	830,016	1,002,029	1,111,388
End of Year Fund Balance	1,002,029	1,111,388	1,275,201

Coversheet

Governance Committee Report

Section:	IV. Governance
Item:	A. Governance Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	2021_06_08 Gov Comm Minutes.pdf

DRAFT



Navigator Schools

Minutes

Governance Committee Meeting

Date and Time

Tuesday June 8, 2021 at 2:30 PM

Location

Zoom

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#).

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to Sean Martin, Executive Assistant to the CEO. Contact: (831) 217-4894 smartin@navigatorschools.org

An archive of board meeting agendas and minutes is available for public view at the Navigator Schools Support Office, 650 San Benito Street, Suite 230, Hollister CA 95023.

Committee Members Present

J. Anderson (remote), J. Flaherty (remote)

Committee Members Absent

None

Guests Present

K. Sved (remote), S. Martin (remote)

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

J. Flaherty called a meeting of the Governance Committee of Navigator Schools to order on Tuesday Jun 8, 2021 at 3:02 PM.

II. Topical Items

A. Agenda for Upcoming NS Board Meeting

Members reviewed the agenda for the upcoming board meeting on June 14th. As they moved through the items, they covered board committee assignments (Item II.B on this agenda), officer elections (II.C), and NS Support Corporation structure and members (II.D).

The chair requested that the June 14 agenda be modified (switching the order of attendance and call-to-order). Members discussed creating a standing item at future board meetings reserved for Support Corporation liaison reporting. The committee considered future regulations, strategies, and parent interest levels concerning distance learning. They also discussed the possibility of researching positive attributes and benefits of distance learning as implemented during the COVID-19 pandemic.

B. Board Committee Assignments

C. Officer Elections

This topic was covered by the committee during its discussion of Item II.A.

D. NS Support Corporation Structure and Members

This topic was covered by the committee during its discussion of Item II.A.

III. Closing Items

A. Adjourn Meeting

J. Anderson made a motion to adjourn the meeting.

J. Flaherty seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

J. Flaherty Aye

J. Anderson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:36 PM.

Respectfully Submitted,
S. Martin

Coversheet

Resolution to Create an Advisory Development Committee

Section:	IV. Governance
Item:	C. Resolution to Create an Advisory Development Committee
Purpose:	Vote
Submitted by:	
Related Material:	BR 2021_10 Advisory Dev Comm Memo and Resolution.pdf



Date: June 10, 2021

To: Board of Directors

From: Kevin Sved, CEO

Subject: Establishing the Advisory Development Committee

Strengthening Navigator's development capacity is essential to sustain current operations; enhance programming to better serve our students, families, and communities; and expand to serve a greater number of students and families. Creating structures for board engagement and expanding the volunteer effort can play instrumental roles in a successful long-range development plan. The Governance Committee proposes establishing the Advisory Development Committee to support development efforts. The proposed description of the Advisory Development Committee and a proposed resolution to establish this committee in accordance with Navigator's Bylaws are attached.

Development Committee

General Purpose

The Development Committee is commissioned by and responsible to the board of trustees to assume the primary responsibility for raising non-grant funds to support the organization's mission. This committee ensures that the organization has sufficient funding to support the growth and expansion of the organization is critical to long term sustainability.

Appointments and Composition

Appointments of the chair and members of the Development Committee shall be made annually by the chair of the board with the advice and consent of the board in accordance with the bylaws.

The chair of this committee shall be a member of the Board of Trustees.

Members of this committee shall be members of the board of trustees, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

The Development Committee has the following primary functions within the organization:

- Develop annual and multi-year fundraising plans that will generate the funds needed to meet the non-public and non-grant fundraising goal.
- Coordinate the implementation of the fundraising plan with fundraising efforts by senior staff, parents, and other volunteers.
- Develop the necessary sub-committee systems to successfully carry out the fundraising events and activities that are part of the annual fundraising plan; supervise the functions of the sub-committees.
- Develop a plan for involving all board members in the non-grant resource development activities of the organization.
- Arrange for board training on development issues, as needed.
- Create specific, measurable, board-level goals for the year as part of the full board planning process.
- Report to the board of trustees at its regular meetings in a manner determined by the board.
- Annually evaluate its work as a committee and the objectives it has committed itself to, and report on the same to the board of trustees

BOARD RESOLUTION 2021-10

June 14, 2021

ESTABLISHMENT OF AN ADVISORY DEVELOPMENT COMMITTEE

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the establishment of the Advisory Development Committee:

WHEREAS, according to Section 23 of its bylaws, the Navigator Schools Board of Directors may create one or more advisory committees composed of directors and non-directors,

WHEREAS, it is the intent of the Board to encourage the involvement of faculty, staff, parents, students, and administrators through attending and participating in open committee meetings,

WHEREAS it is the intent of the Board to increase the development of ethical, informed, effective, timely, and sustained financial support for Navigator Schools to achieve its mission,

WHEREAS the Governance Committee discussed and recommended the establishment of an Advisory Development Committee according to its bylaws,

RESOLVED, that the Navigator Schools Board of Directors establishes the Advisory Development Committee.

This resolution shall take effect immediately upon its adoption.

This resolution was PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on June 14, 2021 via teleconference per COVID-19 regulations.

The Secretary of the Corporation certifies the resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Date

Nora Crivello
Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Resolution for Designation of Directors to the Navigator Schools Support Corporation

Section:	IV. Governance
Item:	D. Resolution for Designation of Directors to the Navigator Schools
Support Corporation	
Purpose:	Vote
Submitted by:	
Related Material:	BR 2021_12 Designation Directors SC Memo and Resolution.pdf



Date: June 10, 2021

To: Board of Directors

From: Kevin Sved, CEO

Subject: Designation of Directors to the Navigator Schools Support Corporation

The Navigator Schools Board of Directors (NS) established the Navigator Schools Support Corporation (SC) on December 22, 2020. NS is responsible for designating the directors on the SC. The terms for the initial slate of Directors (Annie Millar, John Glover, and Patrick Walsh) are effective through June 30, 2021.

The SC Board must not have more than 49% of its Directors meet the criteria of “interested parties.” An interested party includes serving on the Board in the last year or being a paid consultant or employee in the last year. It is recommended that the NS Board designate Caitrin Wright, Heather Parsons, and Patrick Walsh to serve a term from July 1, 2021 to June 30, 2022. This slate of directors would have 33% interested parties (Caitrin Wright) until March 2, 2022 when a year will have passed since Caitrin termed off of the NS Board of Directors. A proposed resolution is attached. Brief backgrounds of the three candidates are provided below.

Caitrin Wright

Silicon Schools Fund, Managing Partner; Former Board Chair of Navigator Schools

<https://www.linkedin.com/in/caitrin-wright-5254932>

Heather Parsons

Principal Supervisor, Gem Prep Schools; Former Founding Teacher, Hollister Prep Principal, and Director of Curriculum and Instruction at Navigator Schools

<https://www.linkedin.com/in/heather-parsons>

Patrick Walsh,

Former Regional Director, CA Charter Schools Association

Advocated on behalf of Watsonville Prep in the charter petition approval process

<https://www.linkedin.com/in/patrick-walsh-827415a/>

BOARD RESOLUTION 2021-12

June 14, 2021

DESIGNATION OF DIRECTORS TO THE NAVIGATOR SCHOOLS SUPPORT CORPORATION BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the designation of Directors to the Board of Directors of the Navigator Schools Support Corporation:

WHEREAS the Navigator Schools Board of Directors established the Support Corporation on December 22, 2020 by unanimous vote,

WHEREAS Navigator Schools will seek to ensure that the Board members of the Support Corporation represent the interests of those served by the mission of Navigator Schools,

WHEREAS the Navigator Schools Board of Directors has the authority and responsibility to designate Support Corporation Board members and to set terms of service,

RESOLVED, the Navigator Schools Board of Directors approves the designation of Caitrin Wright, Heather Parsons and Patrick Walsh to the Board of Directors of the Support Corporation for one term, commencing July 1, 2021 and ending June 30, 2022.

This resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on June 14, 2021 via teleconference due to the COVID-19 pandemic.

The Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the Board of Directors.

Signature of Nora Crivello, Board Secretary,
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Coversheet

Resolution to Elect NS Board Officers

Section:	IV. Governance
Item:	E. Resolution to Elect NS Board Officers
Purpose:	Vote
Submitted by:	
Related Material:	BR 2021_08 Board Officers.pdf

BOARD RESOLUTION 2021-08

June 14, 2021

ELECTION OF OFFICERS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the election of board officers:

WHEREAS the Navigator Schools Board of Directors Bylaws call for annual election of Board Officers, and

WHEREAS the Governance Committee discussed and recommended a slate of Board Officers for service for the 2021-22 school year,

RESOLVED, that the following persons are elected to the offices indicated until their successors shall be duly elected, unless they resign, are removed from office, or are otherwise disqualified from serving as an officer of this corporation, to take their respective offices immediately upon such appointment:

Office	Name	Office	Name
Chair		Treasurer	
Secretary			

The officers of this corporation are authorized to perform the acts to carry out this resolution. This resolution shall take effect immediately upon its adoption.

The resolution was PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on June 14, 2021 via teleconference per COVID-19 regulations.

The Secretary of the Corporation certifies that the resolution was adopted at the dated meeting of the Navigator Schools Board of Directors.

Signature of Secretary

Date

Nora Crivello
Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Resolution Confirming NS Board Committee Assignments

Section:	IV. Governance
Item:	F. Resolution Confirming NS Board Committee Assignments
Purpose:	Vote
Submitted by:	
Related Material:	BR 2021_09 Committee Assignments.pdf

BOARD RESOLUTION 2021-09

June 14, 2021

BOARD COMMITTEE APPOINTMENTS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the appointment of Board members to Board committees:

WHEREAS the Navigator Schools Board of Directors Bylaws call for appointment of committee members by a majority vote of the Board, and

WHEREAS the Governance Committee discussed and recommended Board members for committee membership,

RESOLVED, that the following persons are appointed members of committees as indicated:

Academic Success	Development	Finance
Governance		

This resolution shall take effect immediately upon its adoption.

This resolution was PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting held on June 14, 2021 via teleconference per COVID-19 regulations.

The Secretary of the Corporation certifies the resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Date

Nora Crivello
Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

Consent Agenda Approval

Section:	V. Consent Agenda
Item:	A. Consent Agenda Approval
Purpose:	Vote
Submitted by:	
Related Material:	2021-22 Academic and Admin Calendars.pdf 2021-22 Board Calendar.pdf

10	End of Unit 4
10	Last Day of School
8-10	Minimum Day

Navigator Schools 2021-2022 Admin Calendar

Draft

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5	Minimum Day Wednesdays (K-8)
	Minimum Day (K-8)
	Staff Development Day, No School for Students
	Holiday, No School for Students and Staff
	Non-Working Day
	Return Day/Last Day

5	Independence Day Observed
26	Admin and Office Staff Return

2-6	Navi 101
9-13	Navi 201
17	First Day of School
17-20	Minimum Days

3	Minimum day
6	No School, Labor Day
20	No School, Staff Development

22	End of Unit 1
25-29	Parent Teacher Conferences

1-4	Parent Teacher Conferences
5	No School, Staff Development Day
7	Daylight Savings Time Ends
11	No School, Veterans Day
19	Minimum day
22-26	No School, Thanksgiving Break

17	Minimum day
20-31	No School, Winter Break

SCHOOL DAYS	180
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M-F Work Days	261
Holidays	30
Non-working Days	25
Working Days	206

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3	New Years Day Observed
4	No School, Staff Development
7	End of Unit 2
14	Minimum Day
17	No School, Martin Luther King Jr.

18	Minimum Day
21-25	No School, February Break

13	Daylight Savings Time
18	End of Unit 3
21	No School, Staff Development

1	Minimum Day
4-8	No School, Spring Break

27	Minimum Day
30	No School, Memorial Day

10	End of Unit 4
10	Last Day of School
8-10	Minimum Day
17	Admin and Office Staff Last Day



This Calendar pertains to Principals, Vice Principals, SGI Coach, MTSS Coordinator, Sped Coordinator, Athletic Director, Office Managers, and Office Assistants.

Navigator Schools 2021-2022 Instructional Calendar

Draft

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5	Minimum Day Wednesdays (K-8)
	Minimum Day (K-8)
	Staff Development Day, No School for Students
	Holiday, No School for Students and Staff
	Non-Working Day

5 Independence Day Observed

2-6 Navi 101
9-13 Navi 201
16 Site Day
17 First Day of School
17-20 Minimum Days

3 Minimum Day
6 No School, Labor Day
20 No School, Staff Development Day

22 End of Unit 1
25-29 Parent Teacher Conferences

1-4 Parent Teacher Conferences
5 No School, Staff Development Day
7 Daylight Light Savings Time Ends
11 No School, Veterans Day
19 Minimum Day
22-26 No School, Thanksgiving Break

17 Minimum Day
20-31 No School, Winter Break

SCHOOL DAYS

180

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 New Years Day Observed
4 No School, Staff Development Day
7 End of Unit 2
14 Minimum Day
17 No School, Martin Luther King Jr.

18 Minimum Day
21-25 No School, February Break

13 Daylight Savings Time
21 No School, Staff Development Day
18 End of Unit 3

1 Minimum Day
4-8 No School, Spring Break

27 Minimum Day
30 No School, Memorial Day

10 End of Unit 4
10 Last Day of School
8-10 Minimum Day



This Calendar pertains to Teachers, TNTs, SGIs, Paras, PE, AR, Psychologist

DRAFT

Navigator Schools 2021-2022 SO/IT/OPS Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5	Independence Day Observed
21-30	Required Work Days
26	Admin and Office Staff Return

2-20	Required Work Days
2-6	Navi 101
9-13	Navi 201
17	First Day of School

6	Non-Work Day, Labor Day
17	No School, Staff Development Day

25-29	Parent Teacher Conferences
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1-4	Parent Teacher Conferences
5	No School, Staff Development Day
7	Daylight Savings Time Ends
11	Non-Work Day, Veterans Day
24-26	Non-Work Days, Thanksgiving Break

20-31	Non-Work Days, Winter Break
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SCHOOL DAYS	180
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January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3	New Years Day Observed
4	No School, Staff Development Day
17	No School, Martin Luther King Jr.

21	Non-Work Day, President's Day
21-25	No School, February Break

13	Daylight Savings Time
18	No School, Staff Development

4-8	No School, Spring Break
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30	Non-Work Day, Memorial Day
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10	Last Day of School
17	Admin and Office Staff Last Day
13-17	Required Work Days

M-F Work Days	261
Holidays	11
Org Holidays	9
*Scheduled Non-work days	18
Working Days	223

*Up to 8 days of the non-work days can be used on instructional days.



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Navigator Schools 2021-2022 Custodial Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

5	Independence Day Observed
26	Admin and Office Staff Return

2-6	Navi 101
9-13	Navi 201
18	First Day of School

6	Non-Work Day, Labor Day
20	No School, Staff Development Day

25-29	Parent Teacher Conferences
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1-4	Parent Teacher Conferences
5	No School, Staff Development Day
7	Daylight Savings Time Ends
8	Non-Work Day, Veterans Day
22-26	No School, Thanksgiving Break
25-26	Non-Work Days, Thanksgiving

20-31	No School, Winter Break
23-24	Non-Work Days, Winter Break

3	Non-Work Day, NY Day Observed
4	Admin and Office Staff Return
4	Admin and Office Staff Return
17	No School, Martin Luther King Jr. Day





14	Non-Work Day, President's Day
14-18	No School, February Break

13	Daylight Savings Time
21	No School, Staff Development Day

4-8	No School, Spring Break
-----	-------------------------

30	Non-Work Day, Memorial Day
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10	Last Day of School
17	Admin and Office Staff Last Day

	Staff Development Day, No School for Students
	Holiday, No School for Students and Staff
	Non-Working Day
	Return Day/Last Day



SCHOOL DAYS

180

DRAFT

Navigator Schools 2021-2022 Food Service Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

5 Independence Day Observed

16 Food Service Coord. Returns
17 First Day of School

6 Non-Work Day, Labor Day
20 No School, Staff Development Day

25-29 Parent Teacher Conferences

1-4 Parent Teacher Conferences
5 No School, Staff Development Day
7 Daylight Savings Time Ends
8 Non-Work Day, Veterans Day
25-26 Non-Work Days, Thanksgiving

20-31 No School, Winter Break
24&27 Holidays, Winter Break

3 Non-Work Day, NY Day Observed
17 Non-Work Day, Martin Luther King Jr.

14 Non-Work Day, President's Day

13 Daylight Savings Time
21 No School, Staff Development Day

4-8 No School, Spring Break

30 Non-Work Day, Memorial Day

10 Last Day of School
14 Food Service Coord. Last Day

 Staff Development Day, No School for Students
 Holiday, No School for Students and Staff
 Non-Working Day
 Return Day/Last Day



SCHOOL DAYS

180

DRAFT



2021-22 NS Board Meeting Schedule

Regular board meetings are held from 6:00 p.m. to 9:00 p.m. unless otherwise noted.

<i>No.</i>	<i>Weekday</i>	<i>Date</i>
1	Tuesday	August 24
2	Tuesday	October 12
3	Tuesday	December 14
4	Tuesday	February 8
5	Tuesday	April 19
6	Tuesday	June 14