



# Navigator Schools

## Board Meeting

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### Date and Time

Tuesday June 14, 2022 at 6:00 PM PDT

### Location

Zoom

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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 Zoom. 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 [\(669\) 900-6833](tel:6699006833) or [\(646\) 876-9923](tel:6468769923). The meeting ID is: **935 2013 9156**. The meeting passcode is: **706727**.

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 requested to confirm their intent to comment up to one hour prior to the meeting via [e-mail](#).

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Requests for disability-related modifications or accommodations to participate in this public meeting should be submitted forty-eight hours prior to the meeting via [e-mail](#). 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.

Esta reunión se celebrará por teleconferencia de conformidad con las Órdenes Ejecutivas N-25-20 y N-29-20.

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El Consejo de Administración y los empleados de Navigator Schools se reunirán a través de Zoom. Los miembros del público que deseen acceder a esta reunión del consejo pueden hacerlo en línea en <https://zoom.us/join> o por teléfono llamando al (669) 900-6833 o al (646) 876-9923. El número de identificación de la reunión es: **935 2013 9156**. El código de acceso a la reunión es: **706727**.

Los miembros del público que asistan por Internet y deseen hacer comentarios durante la reunión de la junta directiva utilizarán la herramienta "levantar la mano" en Zoom cuando el presidente solicite los comentarios del público. Los miembros del público que tengan previsto asistir por teléfono deberán confirmar su intención de hacer comentarios una hora antes de la reunión por correo electrónico.

Los comentarios individuales se limitarán a tres minutos. Si se necesita un intérprete, los comentarios se traducirán al inglés y el límite de tiempo será de seis minutos. A su discreción, la mesa directiva puede limitar el tiempo total asignado a los comentarios del público y establecer nuevos límites de tiempo para los comentarios individuales. La mesa directiva se reserva el derecho de silenciar y expulsar a un participante de la reunión si éste interrumpe injustificadamente la reunión.

Las solicitudes de modificaciones o adaptaciones relacionadas con una discapacidad para participar en esta reunión pública deberán presentarse cuarenta y ocho horas antes de la reunión por correo electrónico. Se hará todo lo posible por realizar adaptaciones razonables. El orden del día y los documentos públicos se modificarán si se solicita, tal y como exige el artículo 202 de la Ley de Estadounidenses con Discapacidades.

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b>	Record Attendance and Guests	Board Chair	2 m
	The chairperson will direct S. Martin to confirm attendance via roll call.		
<b>B.</b>	Call the Meeting to Order	Board Chair	1 m
<b>C.</b>	Public Comments	Board Chair	3 m
	The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.		
<b>D.</b>	Opening Remarks from the Board Chair	Board Chair	2 m
	The Board Chair will welcome participants and review items on the agenda.		

	Purpose	Presenter	Time
<b>E.</b> Approve Minutes of Regular Board Meeting	Approve Minutes	Board Chair	1 m
Approve minutes for Board Meeting on June 7, 2022			
<b>F.</b> Chief Executive Officer Report		Kevin Sved	5 m
K. Sved will provide a report to the board as Chief Executive Officer.			
<b>II. Finance Committee</b>			<b>6:14 PM</b>
<b>A.</b> Finance Committee Report	FYI	Victor Paredes-Colonia	5 m
V. Paredes-Colonia will provide a review of committee activities.			
<b>B.</b> Local Control and Accountability Plan: Gilroy Prep School	Vote	Victor Paredes-Colonia	3 m
The board will vote on the approval of the 2022-23 Local Control and Accountability Plan (LCAP) for Gilroy Prep School.			
<b>C.</b> Local Control and Accountability Plan: Hollister Prep School	Vote	Board Chair	1 m
The board will vote on the approval of the 2022-23 LCAP for Hollister Prep School.			
<b>D.</b> Local Control and Accountability Plan: Watsonville Prep School	Vote	Board Chair	1 m
The board will vote on the approval of the 2022-23 LCAP for Watsonville Prep School.			
<b>E.</b> Proposed Budget (2022-23)	Discuss	Ami Ortiz	30 m
A. Ortiz will present the proposed 2022-23 Budget for Navigator Schools.			
<b>F.</b> California State Teachers Retirement System Agreements	Vote	Ami Ortiz	2 m
The board will vote on the approval of annual California State Teachers Retirement System (CalSTRS) agreements for Santa Clara County and Santa Cruz County.			
<b>III. Governance Committee</b>			<b>6:56 PM</b>
<b>A.</b> Governance Committee Report	FYI	Board Chair	5 m
J. Flaherty will provide a review of committee activities.			

	Purpose	Presenter	Time
<p><b>B.</b> Election of Board Member JP Anderson</p> <p>Members will vote on the approval of a resolution to elect JP Anderson to a new term on the Navigator Schools Board of Directors (BR 2022-14).</p>	Vote	Board Chair	3 m
<p><b>C.</b> Election of New Board Member Claire Grissom</p> <p>Members will vote on the approval of a resolution to elect Claire Grissom to the Navigator Schools Board of Directors as Hollister Prep School Parent Representative (BR 2022-16).</p>	Vote	Board Chair	3 m
<p><b>D.</b> Election of New Board Member Alfred Morikang</p> <p>Members will vote on the approval of a resolution to elect Alfred Morikang to the Navigator Schools Board of Directors as Gilroy Prep School Parent Representative (BR 2022-17).</p>			3 m
<p><b>E.</b> Board Meeting Calendar (2022-23)</p> <p>The board will review and vote on the approval of the 2022-23 Board Meeting Calendar.</p>	Vote	Board Chair	5 m
<p><b>F.</b> Annual Brown Act Training</p> <p>T. Peraic will lead an annual training focusing on the Brown Act.</p>	FYI	Tom Peraic	30 m
<p><b>G.</b> Board Committee Assignments</p> <p>The board chair will lead a discussion regarding planning the process by which members are assigned to committees and designated as board officers during future meetings.</p>	Discuss	Board Chair	5 m
<b>IV. Academic Success Committee</b>			<b>7:50 PM</b>
<p><b>A.</b> Academic Committee Report</p> <p>I. Connell will provide a review of committee activities.</p>	FYI	Ian Connell	5 m
<b>V. Topical Items, Part 1</b>			<b>7:55 PM</b>
<p><b>A.</b> Transitional Kindergarten Planning Grant</p> <p>K. Sved will provide an update on the Watsonville Prep School Transitional Kindergarten (TK) planning grant for Gilroy Prep, Hayward Collegiate, Hollister Prep, and Watsonville Prep.</p>	FYI	Kevin Sved	10 m



	Purpose	Presenter	Time
<p><b>B.</b> Hayward Collegiate Merger Update and Ratification of Exhibits</p> <p>K. Sved will lead a discussion incorporating an update on the Hayward Collegiate merger and related next steps. The board will vote on the ratification of the exhibits to the merger documents.</p>	Vote	Kevin Sved	20 m
<p><b>C.</b> Declaration of Need</p> <p>The board will vote on the approval of the adoption of an annual Declaration of Need for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and Hayward Collegiate, as mandated by the Commission on Teacher Credentialing.</p>	Vote	Melissa Alatorre Alnas	4 m

**VI. Closed Session 8:29 PM**

<p><b>A.</b> Announcement of Reason for Closed Session: Chief Executive Officer Evaluation</p> <p>The board chair will announce that members are meeting in closed session to consider evaluation of the Chief Executive Officer.</p>	FYI	Board Chair	1 m
<p><b>B.</b> Vote to Enter Closed Session</p> <p>Members will vote to enter closed session via roll call.</p>	Vote	Board Chair	1 m
<p><b>C.</b> Closed Session: Evaluation of Chief Executive Officer</p> <p>The board will meet in closed session.</p>	Discuss	Board Chair	25 m
<p><b>D.</b> Return to Open Session and Announcement of Action Taken</p> <p>Members will return to open session, and the board chair will announce action taken during closed session (if any).</p>	FYI	Board Chair	1 m

**VII. Closing Items 8:57 PM**

<p><b>A.</b> Adjourn Meeting</p> <p>Board members will vote to adjourn the meeting. The board chair will direct S. Martin to record votes via roll call.</p>	Vote	Board Chair	1 m
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# Coversheet

## Approve Minutes of Regular Board Meeting

**Section:** I. Opening Items  
**Item:** E. Approve Minutes of Regular Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on June 7, 2022

APPROVED



## Navigator Schools

### Minutes

#### Board Meeting

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#### Date and Time

Tuesday June 7, 2022 at 4:30 PM

#### Location

Zoom

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

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#### **Directors Present**

Chuck Daggs, Ian Connell, JP Anderson, John Flaherty, Nora Crivello, Shara Hegde, Victor Paredes-Colonia

#### **Directors Absent**

*None*

#### **Guests Present**

Sean Martin

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### **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 Jun 7, 2022 at 4:30 PM.

**C. Public Comments**

There were no public comments.

**D. Board Chair’s Opening Remarks**

The board chair thanked members and staff for attending.

**E. Approve Minutes from Previous Meeting**

Chuck Daggs made a motion to approve the minutes from Board Meeting on 05-10-22. Ian Connell seconded the motion. The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**II. Topical Items**

**A. Public Hearing for Proposed 2022-23 LCAPs**

There were no public comments received during the public hearing.

**B. Renewal of Authorization to Continue Virtual Meetings**

Chuck Daggs made a motion to approve the resolution. JP Anderson seconded the motion. The board chair expressed the board's commitment to returning to in-person meetings as soon as considerations of health and safety permit in relation to the ongoing impact of the COVID-19 pandemic. The board **VOTED** unanimously to approve the motion.

**Roll Call**

Nora Crivello	Aye
Ian Connell	Aye
Chuck Daggs	Aye

**Roll Call**

Victor Paredes-Colonia Aye  
Shara Hegde Aye  
John Flaherty Aye  
JP Anderson Aye

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:37 PM.

Respectfully Submitted,  
Sean Martin

Nora Crivello made a motion to adjourn.

Ian Connell seconded the motion.

The board chair wished members and staff an enjoyable summer. He thanked Kirsten Carr for her efforts relating to community engagement.

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

**Roll Call**

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

# Coversheet

## Chief Executive Officer Report

**Section:** I. Opening Items  
**Item:** F. Chief Executive Officer Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CEO Memo and Materials 06\_14\_2022.pdf



Date: June 13, 2022  
 To: Board of Directors of Navigator Schools  
 From: Kevin Sved, CEO  
 Subject: CEO Report

### **Navigator Graduates, College and Beyond**

This is the first year that alumni of Navigator Schools are graduating high school and preparing for their post-secondary experience. Gilroy Prep graduated its first class of 8th Graders in June 2018, many of whom started at GPS second graders in fall 2011, Navigator's first year. At the three local Gilroy High Schools, two of the three valedictorians are Gilroy Prep graduates. At Dr. TJ Owens Gilroy Early College Academy (GECA), a Gilroy Prep graduate is salutatorian. Attached you will find the latest information from Kirsten Carr, Director of Engagement and Partnerships, with the support of Rita Castañeda, Community Engagement Facilitator. Together, the duo reached out via surveys, facebook, social media, and phone calls to collect information on our first high school graduating class.

### **California Community Schools Partnership Program**

Gilroy Prep School, Hollister Prep School, and Watsonville Prep School were each awarded \$200,000 for two-year planning grants. Staff is now in the process of recruiting Community School Coordinators for each school and developing detailed implementation plans for the planning process which will begin in August 2022. After a successful planning period, each school will be eligible to apply for implementation grants. Implementation awards can be as high as \$500,000 per school and for at least five years. In fall 2022 when the next grant application process is expected, Navigator will apply for a planning grant for Hayward Collegiate.

### **Regional Technical Assistance and Coaching Application**

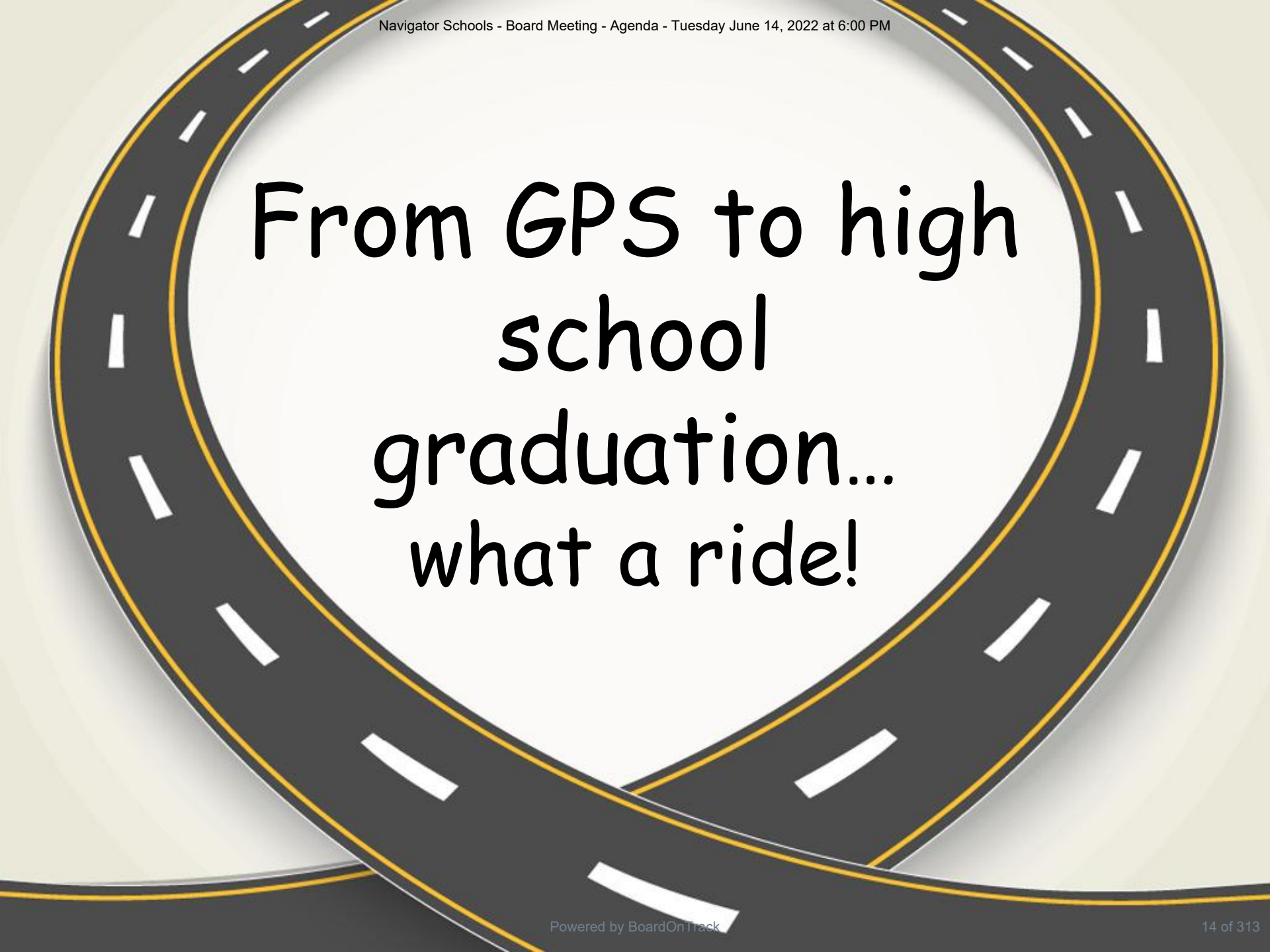
Navigator was awarded a 2022-23 Regional Technical Assistance and Coaching Sub-Grant (RTAC) from the California Department of Education (CDE) in the amount of \$214,687. With this support, the Navigator model providing team will (1.) recruit and facilitate multiple cohorts of Critical Friends Groups (CFG) professional learning communities and (2.) to provide best-practice workshops for low-performing charter and non-charter schools. The ultimate goal of this assistance and coaching effort is to improve academic achievement for all students in California.

### **Charter School Facilities Program (Prop 51) Applications**

After the Board's approval of the applications in May 2022, applications were submitted to the Office of Public School Construction for both Gilroy Prep School and Hollister Prep School. The Gilroy Prep application was submitted, as planned, for both rehabilitation and new construction. The Hollister Prep plans for rehabilitation of existing facilities on the R.O. Hardin campus were thwarted when the Hollister School District Board of Trustees did not take action to consider approval of the agreement to support the application process. The main concerns were related to Hollister Prep's long-term use of the R.O. Hardin campus and the related traffic challenges. Nonetheless, Navigator still submitted the new construction application for Hollister Prep with the added request for additional site acquisition funding. The largest downside to this approach is that the application will not receive the 30 priority points



associated with the rehabilitation program. The process is competitive with more applications than the state will be able to fund. We expect to learn if either project is awarded funding by October 2022. Attached are the letters from the Office of Public School Construction indicating that the completed applications were received.

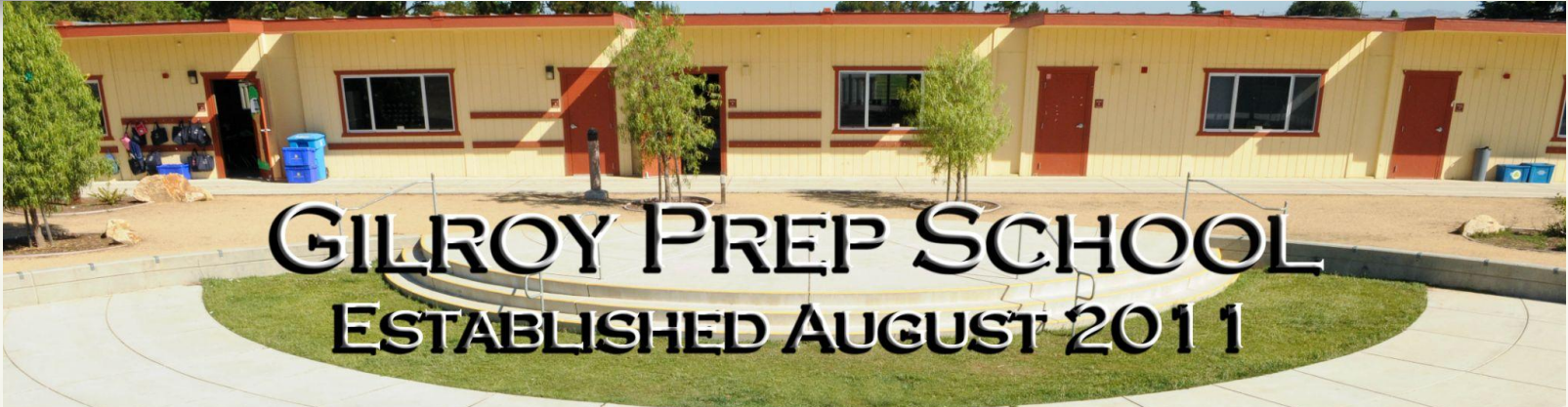


From GPS to high  
school  
graduation...  
what a ride!

*Navigator Schools  
equips students to be  
learners and leaders  
in high school, college,  
and beyond...*

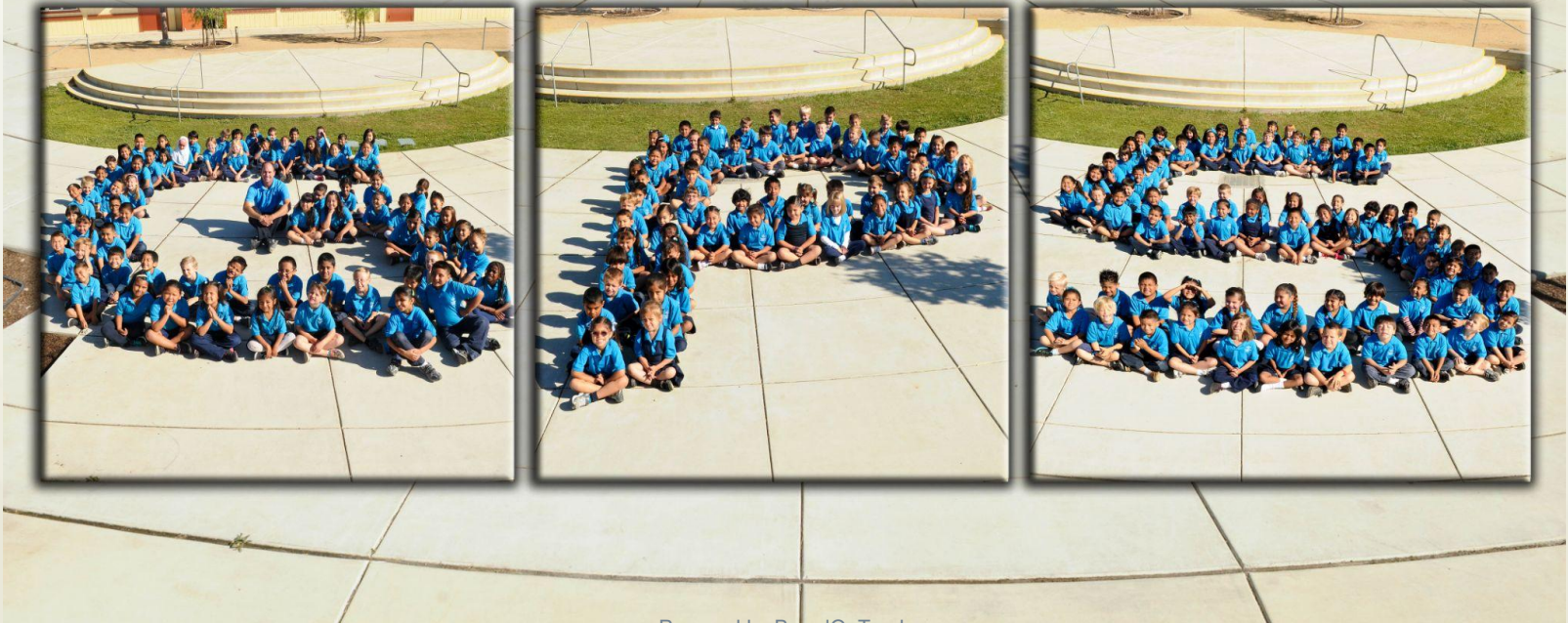






# GILROY PREP SCHOOL

ESTABLISHED AUGUST 2011







# 2022 Valedictorians



*Reel Paada*

Dr. TJ Owens  
Gilroy Early  
College Academy



*Alexis Kong*

Christopher  
High School



*Kyndra Griffin*

Gilroy  
High School

# Alumni Watch



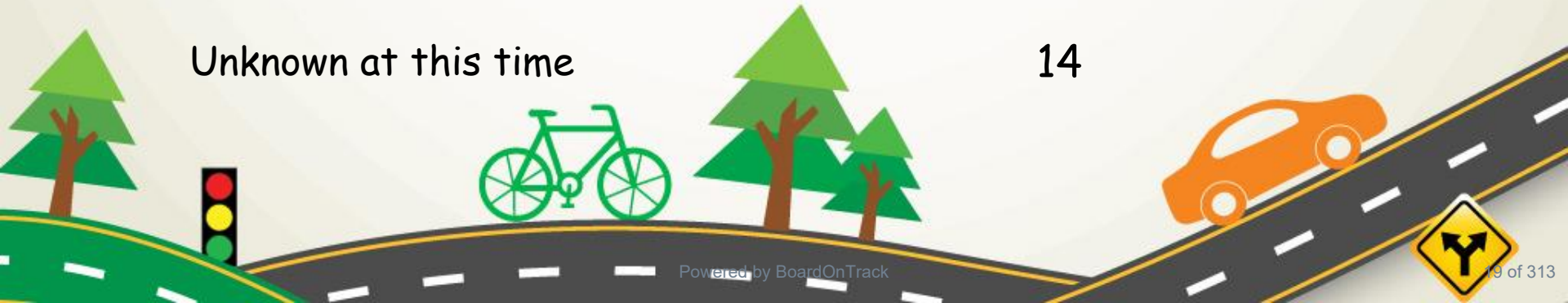
## 2022 Salutatorian



*Marisol Cruz Velasco*  
Dr. TJ Owens  
Gilroy Early  
College Academy

# Oh, the places they'll go....

Community College	18
4 year university	19
Work	5
Trade School	2
Armed Forces	2
Unknown at this time	14







## Post High School Plans

Gavilan College

Trade School (2)

4.3%

Employment

4.3%

Armed Forces

10.9%

4 year university

41.3%

Community College

39.1%

UCLA

Chico State

San Diego State

Baylor University

SJSU

U of Hawaii





# Congratulations & take on the world

June 9, 2022

Mr. Kevin Sved  
Chief Executive Officer  
Hollister Prep  
650 San Benito Street, Suite 230  
Hollister, CA 95023

Dear Mr. Sved:

The Office of Public School Construction (OPSC) has conducted a preliminary review of the documents submitted with your *Applications for Charter School Preliminary Apportionment* (Forms SAB 50-09) for the **Gilroy Prep Charter School** combination new construction and rehabilitation project.

The received application packets appear to contain the required documents for an application to be considered complete; however, the applicant may be contacted for further clarification once a complete review is performed, if applicable.

Please be advised that although the applicant's funding applications have been accepted, their processing to the State Allocation Board (SAB) will be subject to the criteria approved by the SAB. Additionally, the applicant has certified compliance with all relevant laws by submittal of the Forms SAB 50-09.

Should you have any questions concerning this matter or need additional information, you may contact me at [Erin.Cunneen@dgs.ca.gov](mailto:Erin.Cunneen@dgs.ca.gov) or (279) 946-8440.

Sincerely,

*Electronically signed. June 9, 2022*

ERIN CUNNEEN  
Analyst, Charter School Facilities Program  
Office of Public School Construction

cc: File: Correspondence – 54/69484-00-003, 004

June 9, 2022

Mr. Kevin Sved  
Chief Executive Officer  
Hollister Prep  
650 San Benito Street, Suite 230  
Hollister, CA 95023

Dear Mr. Sved:

The Office of Public School Construction (OPSC) has conducted a preliminary review of the documents submitted with your *Applications for Charter School Preliminary Apportionment* (Forms SAB 50-09) for the **Hollister Prep** new construction project.

The received application packets appear to contain the required documents for an application to be considered complete; however, the applicant may be contacted for further clarification once a complete review is performed, if applicable.

Please be advised that although the applicant's funding applications have been accepted, their processing to the State Allocation Board (SAB) will be subject to the criteria approved by the SAB. Additionally, the applicant has certified compliance with all relevant laws by submittal of the Forms SAB 50-09.

Should you have any questions concerning this matter or need additional information, you may contact me at [Erin.Cunneen@dgs.ca.gov](mailto:Erin.Cunneen@dgs.ca.gov) or (279) 946-8440.

Sincerely,

*Electronically signed. June 9, 2022*

ERIN CUNNEEN  
Analyst, Charter School Facilities Program  
Office of Public School Construction

cc: File: Correspondence – 54/67470-00-001

# Coversheet

## Finance Committee Report

**Section:** II. Finance Committee  
**Item:** A. Finance Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Fin Com Minutes 2022\_04\_18.pdf

APPROVED



## Navigator Schools

# Minutes

## Finance Committee

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### Date and Time

Monday April 18, 2022 at 2:00 PM

### Location

Zoom (see Google Calendar)

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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 [via e-mail](#) to Sean Martin, Executive Assistant to the CEO.

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### Committee Members Present

J. Anderson (remote), V. Paredes-Colonia (remote)

### Committee Members Absent

*None*

### Guests Present

A. Ortiz (remote), K. Sved (remote), S. Martin (remote)

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## 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 Apr 18, 2022 at 2:05 PM.

### C.

### **Approve Minutes from Previous Meeting**

J. Anderson made a motion to approve the minutes from Finance Committee on 02-16-22.

V. Paredes-Colonia seconded the motion.

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

#### **Roll Call**

V. Paredes-Colonia Aye

J. Anderson Aye

## **II. Business and Finance**

### **A. Financials**

A. Ortiz presented the financials for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and the Charter Management Organization through March 31, 2022, noting that the balance sheet also included 407 Main Street LLC. Committee members asked clarifying questions and offered comments and suggestions regarding the budget narrative.

### **B. Review Consolidated Application Federal Funding Request**

A. Ortiz shared the Consolidated Application Federal Funding Request. Members asked questions about the printout from the state Consolidated Application system that was provided as an attachment. A. Ortiz thanked members for their feedback and stated that a revised printout will be provided after updating the data in the Consolidated Application reporting system.

### **C. Review LCAP Summary**

A. Ortiz presented a summary of the 2022-23 Local Control and Accountability Plan (LCAP). Committee members asked clarifying questions, provided comments, and made suggestions about the LCAP documents provided. Ms. Ortiz thanked the members for their contributions and stated her intent to include the feedback in the next iteration of the materials prior to distributing the LCAP to the Navigator Schools Board at its next meeting.

### **D. 2022-23 Preliminary Budget Review**

A. Ortiz led a review of the 2022-23 preliminary budget. Committee members asked clarifying questions and made suggestions to improve the clarity of the narrative. Committee members asked that a comparison to the February 28, 2022 preliminary budget be provided for the board so that the changes to the revised preliminary budget can be better understood. Committee members also asked about the budget planning for the proposed merger. Staff shared that those budgets will be integrated into Navigator's 2022-23 budget after the board considers approving the formal merger agreement.

### **E. Watsonville Prep Second Interim Report**

A. Ortiz explained that Navigator Schools submits second interim reports on behalf of all three charters, Gilroy Prep School, Hollister Prep School, and Watsonville Prep School (WPS), but that only the California Department of Education as the



authorizer of WPS requires that the board receive copies of the WPS second interim.

#### **F. Facilities Update**

K. Sved provided an update on plans to apply for state funding to support long-term facility improvements at Gilroy Prep School and Hollister Prep School. Committee members asked clarifying questions regarding the grant application process.

### **III. Closing Items**

#### **A. Adjourn Meeting**

V. Paredes-Colonia made a motion to adjourn.  
J. Anderson seconded the motion.  
The committee **VOTED** unanimously to approve the motion.

#### **Roll Call**

V. Paredes-Colonia 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 2:50 PM.

Respectfully Submitted,  
S. Martin

# Coversheet

## Local Control and Accountability Plan: Gilroy Prep School

**Section:** II. Finance Committee  
**Item:** B. Local Control and Accountability Plan: Gilroy Prep School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022\_23 LCAP Memo.pdf  
2022-23 GPS Proposed LCAP.pdf





Date: June 7, 2022

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2022-23 LCAP Goals, Actions, and Metrics

### **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 LCAP and Annual Update Template must be completed by all LEAs each year.

A requirement in developing the 2022-23 Local Control Accountability Plan (LCAP) is to address school results as captured in the new California School Dashboard. (<https://www.caschooldashboard.org/>) The site features reports on multiple measures of school success, including test scores, English learner progress, and suspension rates. Using a color-coded system, the Dashboard makes it easier to see areas of strength (blue or green), areas of challenge (red or orange), and areas in between (yellow).

### **Summary**

I began the LCAP process in February 2022 and is still in process. Stakeholder input is a requirement of the LCAP. We have been collecting stakeholder input through parent coffees, staff surveys, student surveys, School Site Council and the Leadership Team. It is important that we also get input from the Board of Directors. Attached you will find a summary of our Goals and Actions for the 2022-23 LCAP. 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.

Please review the summary document and feel free to send me any input or questions you may have.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Prep School

CDS Code: 43694840123760

School Year: 2022-23

LEA contact information:

Ami Ortiz

Director of Business & Finance

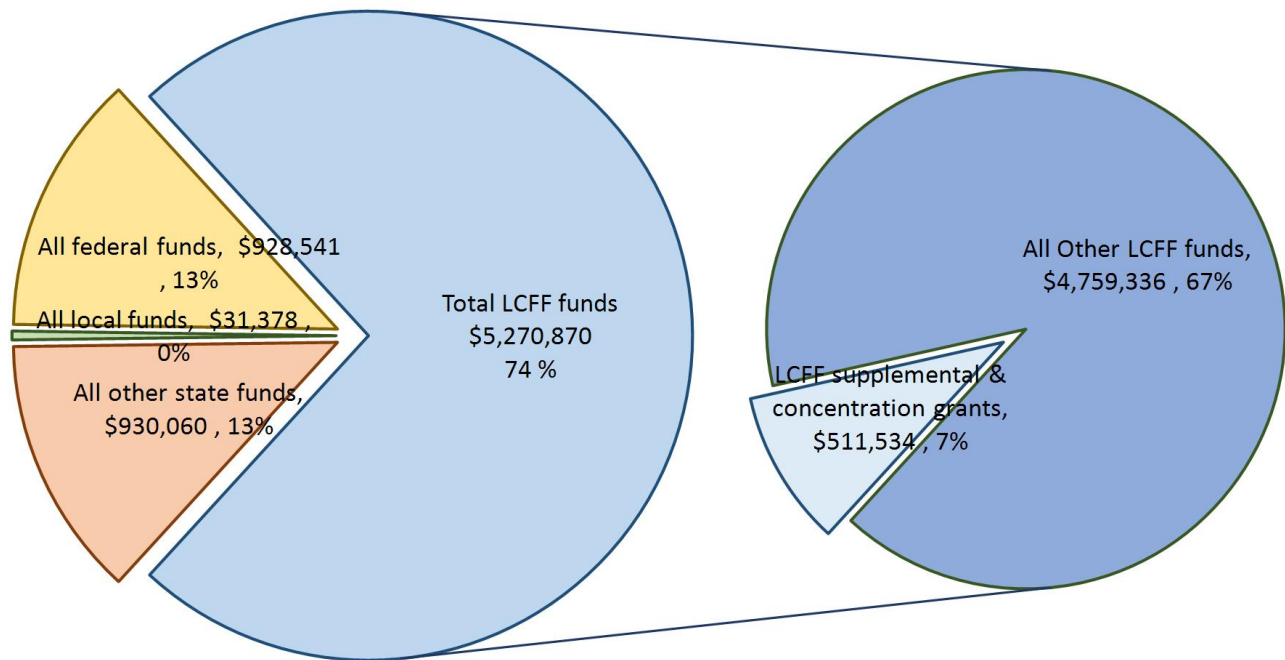
ami.ortiz@navigatorschools.org

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 2022-23 School Year

### Projected Revenue by Fund Source



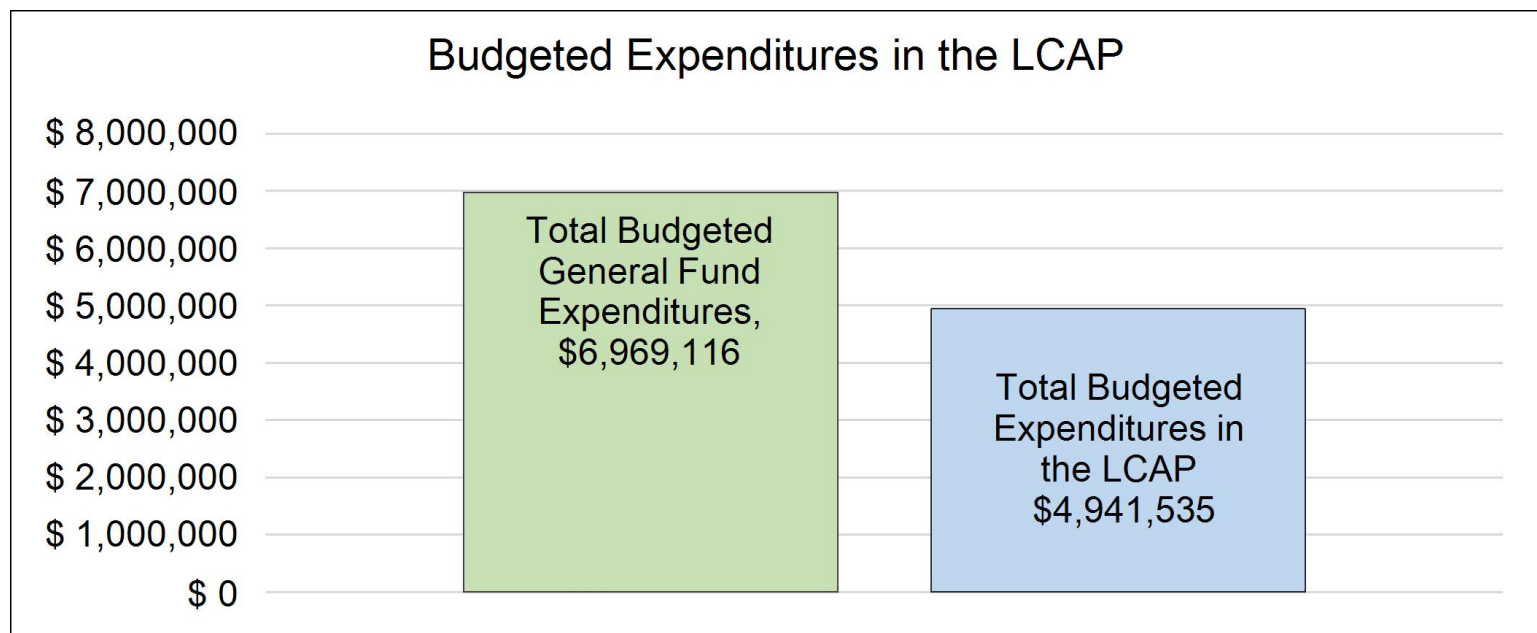
This chart shows the total general purpose revenue Gilroy Prep School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Prep School is \$7,160,849, of which \$5,270,870 is Local Control Funding Formula (LCFF), \$930,060 is other state funds,

\$31,378 is local funds, and \$928,541 is federal funds. Of the \$5,270,870 in LCFF Funds, \$511,534 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

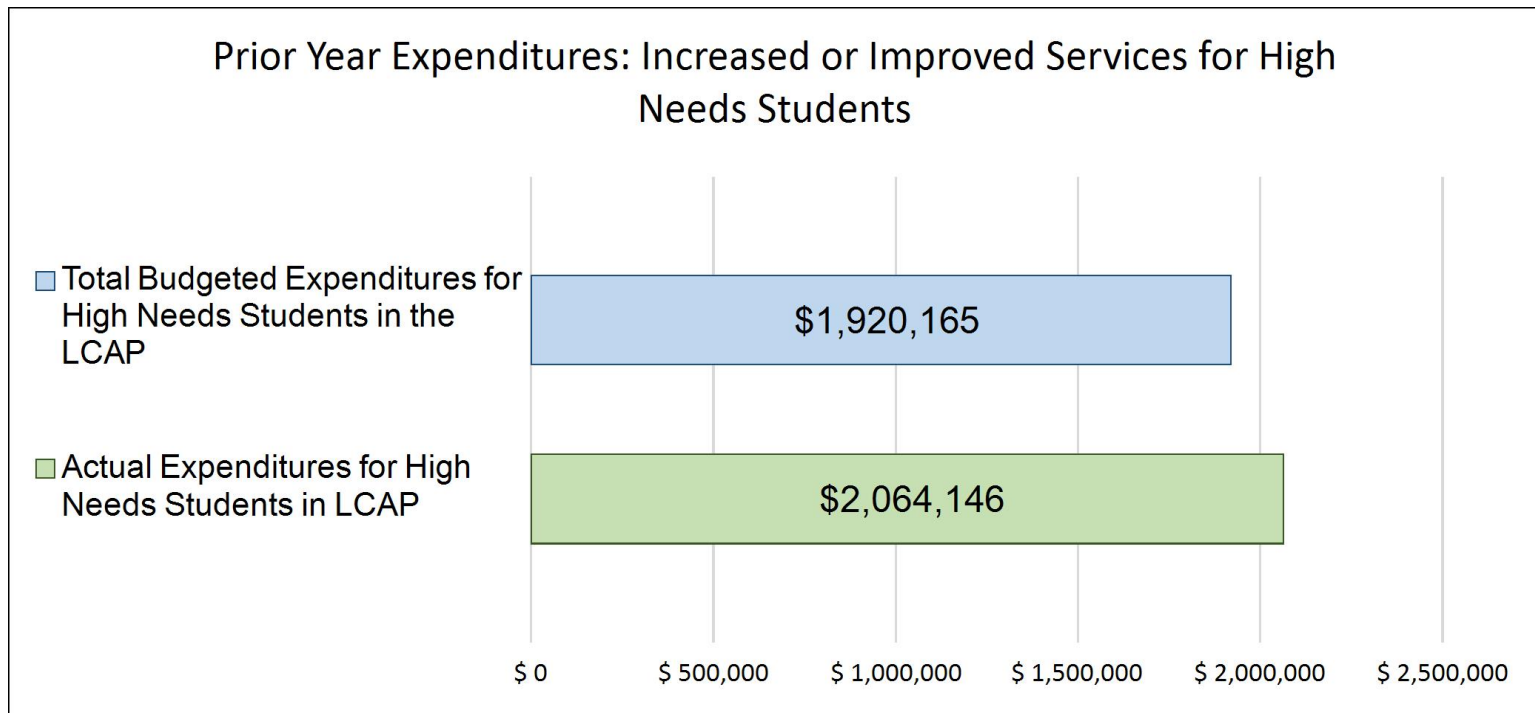
The text description of the above chart is as follows: Gilroy Prep School plans to spend \$6,969,116 for the 2022-23 school year. Of that amount, \$4,941,535 is tied to actions/services in the LCAP and \$2,027,581 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Gilroy Prep School is projecting it will receive \$511,534 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 \$2,315,534 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 2021-22



This chart compares what Gilroy Prep School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Gilroy Prep School's LCAP budgeted \$1,920,165 for planned actions to increase or improve services for high needs students. Gilroy Prep School actually spent \$2,064,146 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz Director of Business & Finance	ami.ortiz@navigatorsschools.org 8312972772

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Navigator Schools worked with its site leadership teams (includes site administration team, Student Services, and Directors] to review additional funds, discuss needs, including learning loss mitigation, and make recommendations for budget revisions. The Chief Academic Officer worked closely with the Director of Schools to review site requests and needs then brought those recommendations to the Directors & Chiefs teams. During this time of learning loss mitigation, need for additional mental health and SEL services, the Student Services team reviewed student data and staff concerns and requested additional professional development opportunities and staff resources. Surveys have and will continue to be given to all educational partners (staff, students, parents, and the Board of Directors) on the needs of our students and resources will be allocated accordingly.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The concentration grant, add-on funding was used to hire additional staff to support our low-income, English learners, and other subgroups of students who are in need of additional, targeted, intensive support in reading, mathematics, and social emotional skills. Each campus hired three additional classified staff members and trained them to implement targeted, intensive reading and math interventions to small groups of students. Part of the funds were used to hire an additional counselor who was able to provide intensive, targeted small group instruction in social emotional skills and behavior.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Navigator Schools engaged all educational partners throughout the continuing COVID recovery efforts through all staff meetings, town halls, parent coffees, site leadership meetings, surveys, to name a few. Students have been assessed on learning loss suffered during the pandemic as well as the effects of distance learning on their social emotional health. Parents have been asked about how Navigator was meeting the needs of their students/families numerous times over the past 2 ½ years with action steps taken to respond to their concerns. Staff members have been surveyed through written and oral opportunities on the resources they need to equip students to be learners and leaders (our mission) during this time.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic, Navigator Schools implemented the following strategies:

Strategy 1:

- Expanded summer options
- After school intervention programs four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional Student Services paraprofessionals
- hiring an additional counselor

- hiring Tier 3 staff to provide personalized instruction during class time as well as additional intervention activities

#### Strategy 4

- parents provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages
- weekly student surveys implemented to help staff identify those students who are most at risk and in need of immediate assistance

#### Strategy 5

- staff receive regular trauma informed trainings
- staff implement SEL curriculum daily

As the above are being implemented during the 2021-2022 school year, data shows that the strategies that Navigator has chosen is showing academic and social emotional growth and improvements at all three of our school sites. Along with the successes, there are still challenges that remain. Student absences due to COVID positive results or exposures have caused gaps in student attendance which affect intervention and acceleration efforts. In addition, some of the social emotional and mental health challenges that resulted from COVID are situations that will take time to heal. Our trainings and additional mental health support staff have made a positive impact on our school community, but the greater impact that we are working towards will take time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

#### LCAP, Goal 4, Action 3

Additional instructional time, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:

#### LCAP, Goal 4, Action 6 and Goal 2, Action 8

Additional staffing and coaching In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally,

Navigator hired learning loss para-professionals that will work with individual or small groups of students who are currently performing one or more years behind expected grade level proficiency in the areas of reading and math.



### Additional Assessment

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

### Additional Curriculum Options

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Gilroy Prep School (GPS) serves a student body in grades kindergarten through grade 8. In the fall of 2021, GPS served 538 students with the following demographics: 45.64% socio-economically disadvantaged, 27.88% English language learners, 7.62% special education, .18% migrant and 0% foster youth. GPS students are ethnically diverse: 65.5% Hispanic or Latino, 15% White, 11% Asian, 3.5% Filipino, 2% African-American, and 3% other. The US Census Bureau estimates the City of Gilroy had a population of 56,766 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 has been an area that the school needed to take immediate action on and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We utilize strategies from the Attendance Works website. Some of these strategies include: home visits, parent conferences with the teacher and site administrators to problem solve and create attendance contracts with families, and the use of a check-in and check-out system to encourage students. 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, the school has improved this metric. Students who demonstrate major behavioral infractions are most often provided with restorative actions.

## LCAP Highlights

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

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. A key feature of the 2022-23 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

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

Feedback was focused on a few key areas, including the importance of attendance at school and decreasing our chronic absenteeism rates. While this was a concern before COVID, it has become a significant issue since students returned to in person instruction.

As school sites are still experiencing a higher number of behavior incidents, Navigator is continuing to focus on providing additional social emotional learning support. This is especially important for our most vulnerable students (students of color, LGBTQ, and socio-economically disadvantaged). Finally, the need to focus on learning loss and closing the achievement gap continues to be crucial to bring students back to where they were before the pandemic.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to create a position focused on student engagement and attendance. Working with the families to provide support necessary to get and keep students in school is a key aspect of decreasing the chronic absenteeism rate.

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



# 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 students' 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.	96% of staff feel proud to tell people where they work and 82% of staff 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.	94% of parents feel their child is safe and supported on campus and 86% of parents 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	57% feel proud to belong to GPS most or all of the time, 75.5% feel that adults			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school cared about them most or all of the time, and 70% agree that they felt safe at school	at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school			
Suspension Rates	Less than 2%	.01%			
Student Attendance Rates, as a measure of student engagement	average of 96%	94%			
Chronic Absenteeism	Less than 10%	17.4%			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1		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.	\$695,632.00	Yes
1.3		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.	\$3,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4		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.	\$489,899.00	No
1.5		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.	\$744,996.00	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.

There were no substantive differences between the planned actions and implementing them. We were able to successfully utilize the various actions we included in our LCAP to help create the culture of excellence within the school community.

The addition of a .5 counselor allowed the school to provide additional support to more students who were struggling with social skills and behavior. The counselor was also able to conduct home visits and provide counseling support to families in need. The purchase and implementation of the Panorama survey effectively allowed the school to understand which students were in need of additional support in social skills. A schoolwide focus on restorative actions as a first response to behavioral misconduct was effective in reducing the numbers of behavioral referrals this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Providing an engaging and welcoming office environment with bilingual staff members helped students, staff, and families successfully transition back to on-campus learning after months of COVID dictated distance learning. Ensuring staff was trained and available to institute COVID protocols helped to maintain a safe and healthy environment.

To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS team identified those who had specific social emotional needs, and provided them with individual counseling support. In addition, the counselors were able to convene small groups using the specific social emotional learning curriculum to guide the group towards growth in social-emotional skills. Without the funds, we would not have had the additional counselor available to work with key students. During a time where students were experiencing learning loss as well as mental health struggles, these services and curriculum helped to provide a crucial support system.

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.

The pandemic highlighted the need to focus on chronic absenteeism as students need to be in school to benefit from the various actions established for Goal 1. To address this, chronic absenteeism has been included as an area of focus in the LCAP for the next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 it needs 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	Not yet available			
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	Not yet available			
English Learner Progress	English Learner Progress metrics were changed this year.	Not yet available			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New baseline will be 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	Not yet available			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$1,637,381.00	No
2.2		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.	\$347,474.00	Yes
2.3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$573,055.00	Yes
2.4		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		Yes



Action #	Title	Description	Total Funds	Contributing
		support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		
2.5		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
2.6		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.	\$103,178.00	No
2.7		Gilroy Prep School will continue to implement standards-based physical education and instruction in grades K-8.	\$84,805.00	No
2.8		Maintain the additional SGI 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

## 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.

The goal was implemented as planned. Students received data-driven instruction in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Social Studies) from highly appropriately credentialed teachers and staff. Teachers in Training provided an opportunity for classroom teachers and Small Group Instructors to participate in instructional coaching, data analysis, and intervention planning to address learning loss. In addition, fiction, non-fiction, and standards-aligned curriculum support materials were purchased and used in classrooms to enhance student learning and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5's expenditures were \$0 out of the \$20,000 that was budgeted due to not implementing the plan. This action will be rolled over into the 2022-23 LCAP and budget. Action 8's expenditures were significantly less due to not being able to staff the additional positions.

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

To address the specific needs of foster youth, homeless students, English Learner students and students from low socioeconomic background, the addition of small group instructors in the early grades provided these students with additional reading support in the classroom. These students also benefited from a robust curriculum that will prepare them for high school. The school used the funds to purchase literature books for middle school. This allowed these students to access to a variety of rich texts that were also culturally responsive. If the school did not receive these funds the school would not have been able to provide the extra support in reading, a strong curriculum used to prepare them for high school, and a wide variety of literature books to enhance their knowledge and cultural understanding. The modification and enhancement of the curriculum designed to meet the needs of English Learners allowed these students to grow in their communication skills. The funds allowed the school to develop excellent curriculum. Without these funds, the school would not have been able to produce appropriate materials.

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.

Reflections of plan implementation resulted in a decision to continue with the current plan with some modifications. Small Group Instructors in every classroom grades K-3 will continue in order to focus small group instruction so that staff can lower the student:teacher ratio and target academic skill development. In addition, Navigator will adopt a new standards-aligned math program (Illustrative Math) so that teachers have a structured, high quality program to guide their teaching and intervention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 for teachers an average of 20 times this school year			
Coaching Log/Meeting Records	Weekly coaching for small group instructors an average of 20 times a school year	Coaching for small group instructors an average of 20 times this school year			
Coaching Log/Meeting Records	Weekly coaching for administrators an average of 20 times a school year	Coaching for administrators an average of 20 times this school year			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1		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
3.2		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.

Site leadership staff prioritized their calendaring at the beginning of the school year for scheduling weekly 30-minute academic coaching meetings for each instructional staff member. Site leadership staff also prioritized calendaring of weekly staff observation times. All site leadership staff received professional development at the beginning of the year on Navigator’s coaching structure so that they were adequately prepared to lead academic coaching meetings.

One difference in the planned action and actual implementation of the action was the fact that site leadership staff were often called upon to serve as substitute teachers when classroom teachers were out. This occurred more frequently than in past years due to COVID outbreaks amongst staff and students. As a result, site leadership staff were sometimes unable to make their 30-minute coaching feedback meeting with their instruction staff. One accommodation we made as a result was prioritizing in-the-moment coaching where the academic coach would provide feedback during the staff member’s class through direct modeling of an instructional technique or a short verbal conversation on a small improvement the staff member could make to improve instruction. Additionally, some one-on-one teacher meetings were combined into group teacher meetings that occurred after school in which a coach would meet with multiple staff members and provide feedback on a common area of need (eg lesson planning, classroom management, etc.).

Similarly, all Support Office staff prioritized their calendaring time at the beginning of the year to schedule weekly coaching meetings with their site staff. While site leadership was often called upon for other duties, Support Office staff and site leadership made sure to reschedule their meeting time if a meeting had to be missed. During the coaching meetings, Support Office staff ensured that site leadership were continuing to focus on the organizational academic priorities, while at the same time providing space to thought-partner and support on logistical challenges that arose as a result of Covid outbreaks and any other unanticipated needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Both actions were effective in making progress towards the goal of providing weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning. While it was sometimes challenging to make every individual 30-minute coaching meeting between site leaders and staff, Navigator would like to continue to prioritize weekly one-on-one meetings next school year. Navigator will also continue to prioritize in-the-moment coaching for all staff members, as well as group coaching when there is a common need, as we have found both strategies to be best practices in meeting their larger goal of supporting continuous improvement for teaching and student learning.

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.

No significant changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
99% of Students not meeting standards who receive intervention support	99%	100%			

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1		Provide an inclusive instructional setting for all students with appropriate "push-in" support, including students in need of Tier 2 interventions, provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$668,875.00	No



Action #	Title	Description	Total Funds	Contributing
4.2		Maintain a school site Psychologist at .33 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrate needs in behavior or social skills. They will also provide intervention for Tier 2 and Tier 3 students and serve in the role MTSS Coordinator.	\$61,780.00	Yes
4.3		Provide summer school for students who are not achieving at grade level.		Yes
4.4		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.	\$226,213.00	Yes
4.5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, chronic absenteeism and assessment.	\$257,155.00	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.

The school formed an MTSS team consisting of leadership and support staff that included counselors, educational specialists, and the psychologist. The team ensured that all students in need of additional support received that support. Additional counseling and small groups were provided by the counselors and psychologist to address behavior and social emotional skills, which were part of the tiered actions. An extended school year was provided for all students in need of more instruction, and additional paraprofessionals were hired to provide academic support during the school day. Additionally, the special education staff ensured that all students in need of specialized support, for example, speech, OT, and counseling, received this support. Assessments to determine eligibility were also conducted for the students who failed to make adequate progress. Meals were provided to all eligible students for both breakfast and lunch by food service staff. The materials that were purchased to support students were PATHs and Second Step, both social emotional learning curriculums, as well as Read Naturally, a reading program to support students in reading during the extended school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 7's expenditures are \$0 out of \$10,000 that was budgeted due to the plan not being executed.

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

By having a multi-tiered system of support framework at the school, all of our students, no matter what their backgrounds are, have been able to receive the support they need to be successful in school. This team identified the most at-risk students, i.e. Foster youth, English learners, homeless, and low income students, and reviewed their overall school data during the MTSS team meetings, to determine their needs first. The addition of a psychologist allowed the school to add in more social skills groups for these students and others. If the additional funds weren't available, the school would not have been able to provide the additional support to the target students. The collaborative efforts of the student services staff with the general education staff ensured that students with disabilities were as successful as possible.

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.

For this upcoming year the school is proposing to hire a part time social worker to help interface between families, community services and the school. We want to continue to ensure that all students receive the support they need to be successful this year. The MTSS team, with access to effective interventions and staff, will allow our students to continue to make progress and achieve equity in their education

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
% of Students with access to adaptive applications to support personalized learning	100%	100%			
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%			

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$78,750.00	No

Action #	Title	Description	Total Funds	Contributing
5.2		Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$10,044.00	Yes
5.3		Maintain a 1:1 I-Pad ratio for all students.	\$27,000.00	No
5.4		To support staff effectiveness and efficiency, provide staff with up-to-date technology, including replacing outdated technology.	\$29,200.00	No
5.5		Maintain high-speed internet wireless network with sufficient bandwidth.	\$26,000.00	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.

With a full-time Site Information Technology Administrator, teachers, students, and staff were supported by keeping technology working each and every day for learning to continue without interruption.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions of IT support, using Infinite Campus, using Tableau, having 1:1 student devices, and reliable high-speed internet all lead to improved student learning. TheSchool provided 1:1 devices for all students, including those that were the most needy, including foster youth, English learners and low income students. These students also received wireless hotspots for them to have at their houses to ensure

they can access technology at home. If the school did not have these additional funds, they would not have been able to provide any family in need with a hot spot.

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.

No major changes were identified due to the high success of the action steps for the overall goal.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
511,534	0

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.70%	0.00%	\$0.00	9.70%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

- 1.1 At the beginning of the school year, the student demographic data was disaggregated to determine the numbers of students who were foster youth, English learners, and students who were from low-income homes.
- 1.2 Student data from the SIS, including demographics, and behavioral data, were reviewed during the summer to determine what restorative justice curriculum would meet the needs of, and what survey tool would provide the school with information on the following subgroups: foster youth, English learners and low-income students.
- 2.2 The needs of foster youth, English learners and low-income students were reviewed during a summer data meeting prior to identifying the professional learning needs and staffing models needed to support them.
- 2.3 Classroom data was disaggregated and analyzed by teachers during the pre-inservice days to allow them to identify which students in the key subgroups of foster youth, English learners and low-income students, among others, including students with IEPs, would benefit from a specific, leveled, small group instruction.
- 2.4 End of year benchmark academic data and ELPAC summative scores from English learners were evaluated by leaders and teachers to guide the ELD-focused professional development for the next school year and the weekly instructional schedule.
- 2.8 Disaggregated data were provided to the MTSS team so they could allocate additional resources to support English learners, any foster youth, or any student from a low socioeconomic background, in the first, second, and third grade classrooms.
- 4.2 To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS

team identified those who had specific social emotional or behavioral needs.

4.3 Teachers had access to end of year academic data that was disaggregated by subgroups of English Learners, and students from socioeconomic backgrounds, to form their recommendations for summer school.

4.4 SIS data was used to identify which students qualified as low-socioeconomic, or Foster youth or McKinney-Vento, who were in need of free breakfast and lunch.

5.2 Illuminate reports and Tableau software have enabled school leaders to effectively, quickly disaggregate foster youth, English learner and economically disadvantaged student data for the purpose of increasing these students' academic and social emotional outcomes.

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	2:54	N/A



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	6:130	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,282,073.00	\$375,779.00		\$542,485.00	\$6,200,337.00	\$4,766,211.00	\$1,434,126.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1		English Learners Foster Youth Low Income	\$695,632.00				\$695,632.00
1	1.3		English Learners Foster Youth Low Income	\$3,400.00				\$3,400.00
1	1.4		All	\$489,899.00				\$489,899.00
1	1.5		English Learners Foster Youth Low Income	\$744,996.00				\$744,996.00
2	2.1		All	\$1,637,381.00				\$1,637,381.00
2	2.2		English Learners Foster Youth Low Income	\$347,474.00				\$347,474.00
2	2.3		English Learners Foster Youth Low Income	\$382,055.00			\$191,000.00	\$573,055.00
2	2.4		English Learners					
2	2.5		All				\$20,000.00	\$20,000.00
2	2.6		All	\$103,178.00				\$103,178.00
2	2.7		All	\$84,805.00				\$84,805.00
2	2.8		English Learners Foster Youth				\$115,500.00	\$115,500.00
3	3.1		All					
3	3.2		All					
4	4.1		Students with Disabilities	\$255,509.00	\$344,261.00		\$69,105.00	\$668,875.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2		English Learners Foster Youth Low Income	\$61,780.00				\$61,780.00
4	4.3		English Learners Foster Youth Low Income					
4	4.4		English Learners Foster Youth Low Income	\$70,153.00	\$9,180.00		\$146,880.00	\$226,213.00
4	4.5		All Students with Disabilities	\$234,817.00	\$22,338.00			\$257,155.00
5	5.1		All	\$78,750.00				\$78,750.00
5	5.2		English Learners Foster Youth Low Income	\$10,044.00				\$10,044.00
5	5.3		All	\$27,000.00				\$27,000.00
5	5.4		All	\$29,200.00				\$29,200.00
5	5.5		All	\$26,000.00				\$26,000.00

### 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,270,870	511,534	9.70%	0.00%	9.70%	\$2,315,534.00	0.00%	43.93 %	<b>Total:</b>	\$2,315,534.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$2,315,534.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1		Yes	Schoolwide	English Learners Foster Youth Low Income		\$695,632.00	
1	1.3		Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,400.00	
1	1.5		Yes	Schoolwide	English Learners Foster Youth Low Income		\$744,996.00	
2	2.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$347,474.00	
2	2.3		Yes	Schoolwide	English Learners Foster Youth Low Income		\$382,055.00	
2	2.4		Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8		Yes	Schoolwide	English Learners Foster Youth			
4	4.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$61,780.00	
4	4.3		Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.4		Yes	Schoolwide	English Learners Foster Youth Low Income		\$70,153.00	
5	5.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,044.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,676,072.00	\$5,574,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1		Yes	\$440,971.00	\$483,898.00
1	1.3		Yes	\$2,500.00	\$2,500.00
1	1.4		No	\$465,726.00	\$341,275.00
1	1.5		Yes	\$744,236.00	\$744,236.00
1	1.6		No		
2	2.1		No	\$1,417,692.00	\$1,548,078.00
2	2.2		Yes	\$358,413.00	\$265,600.00
2	2.3		Yes	\$436,681.00	\$430,102.00
2	2.4		Yes	\$0.00	\$0.00
2	2.5		No	\$20,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6		No	\$108,141.00	\$101,433.00
2	2.7		No	\$85,848.00	\$109,808.00
2	2.8			\$115,500.00	\$37,500.00
3	3.1		No	\$0.00	\$0.00
3	3.2		No	\$0.00	\$0.00
4	4.1		No	\$552,097.00	\$522,529.00
4	4.2		Yes	\$58,435.00	\$58,435.00
4	4.3		Yes	\$59,250.00	\$70,375.00
4	4.4		Yes	\$221,323.00	\$324,016.00
4	4.5		No	\$252,784.00	\$215,055.00
4	4.6		Yes	\$27,360.00	\$17,405.00
4	4.7		Yes	\$10,000.00	\$0.00
5	5.1		No	\$76,250.00	\$79,493.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2		Yes	\$9,190.00	\$9,000.00
5	5.3		No	\$115,700.00	\$123,500.00
5	5.4		No	\$30,300.00	\$34,000.00
5	5.5		No	\$67,675.00	\$56,000.00

### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$552,305.00	\$1,920,165.00	\$2,064,146.00	(\$143,981.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1		Yes	\$440,971.00	\$483,898		
1	1.3		Yes	\$2,500.00	\$2500.00		
1	1.5		Yes	\$744,236.00	\$744,236.00		
2	2.2		Yes	\$358,413.00	\$265,600.00		
2	2.3		Yes	\$228,097.00	\$430,102.00		
2	2.4		Yes				
4	4.2		Yes	\$58,435.00	\$58,435.00		
4	4.3		Yes				
4	4.4		Yes	\$68,323.00	\$70,375.00		
4	4.6		Yes				
4	4.7		Yes	\$10,000.00	\$0.00		
5	5.2		Yes	\$9,190.00	\$9000.00		



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,940,034.00	\$552,305.00	0	11.18%	\$2,064,146.00	0.00%	41.78%	\$0.00	0.00%

# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners



## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.



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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table



As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# Coversheet

## Local Control and Accountability Plan: Hollister Prep School

**Section:** II. Finance Committee  
**Item:** C. Local Control and Accountability Plan: Hollister Prep School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022-23 HPS Proposed LCAP.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hollister Prep School

CDS Code: 35-67470-0127688

School Year: 2022-23

LEA contact information:

Ami Ortiz

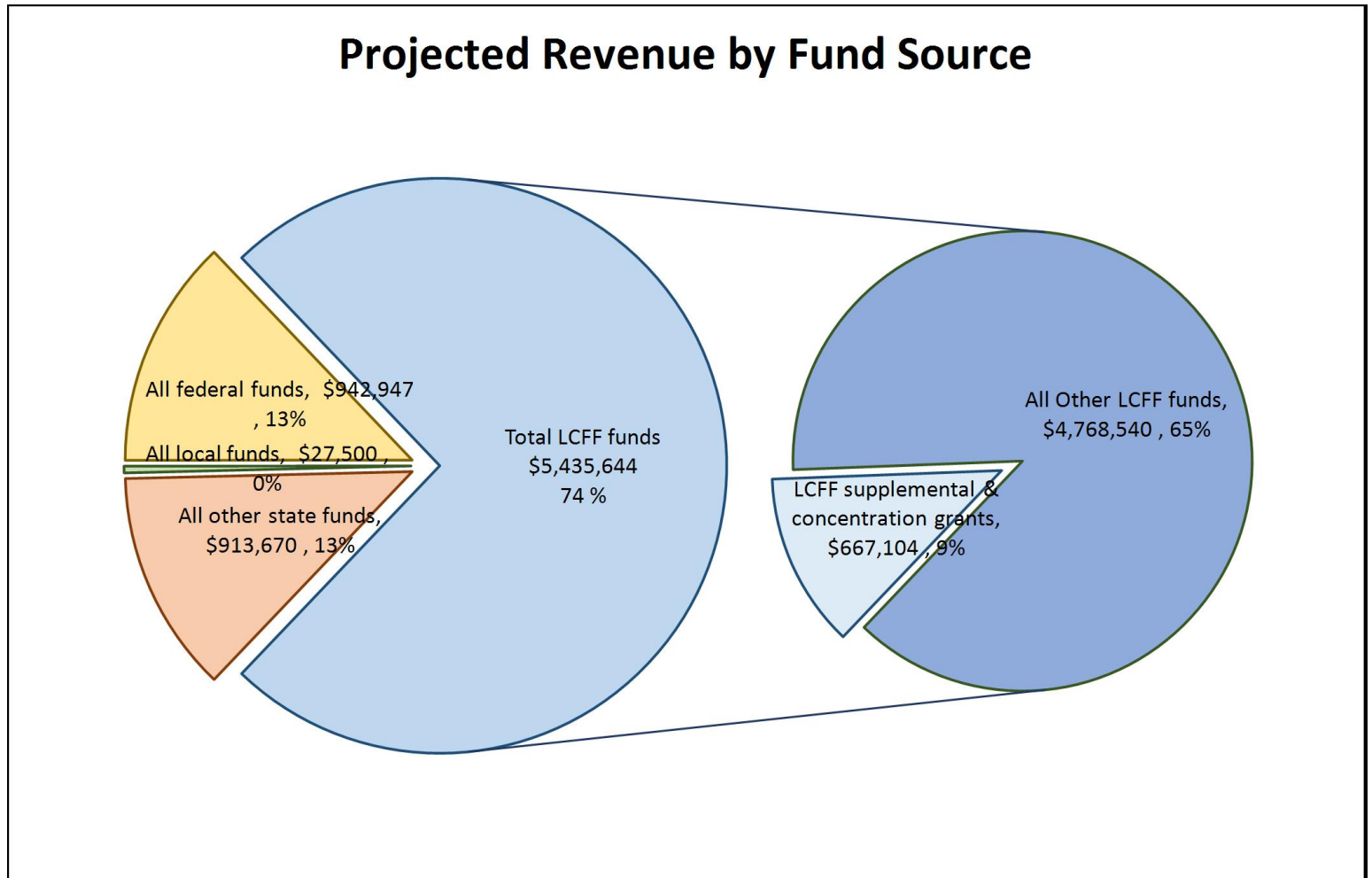
Director of Business & Finance

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 2022-23 School Year



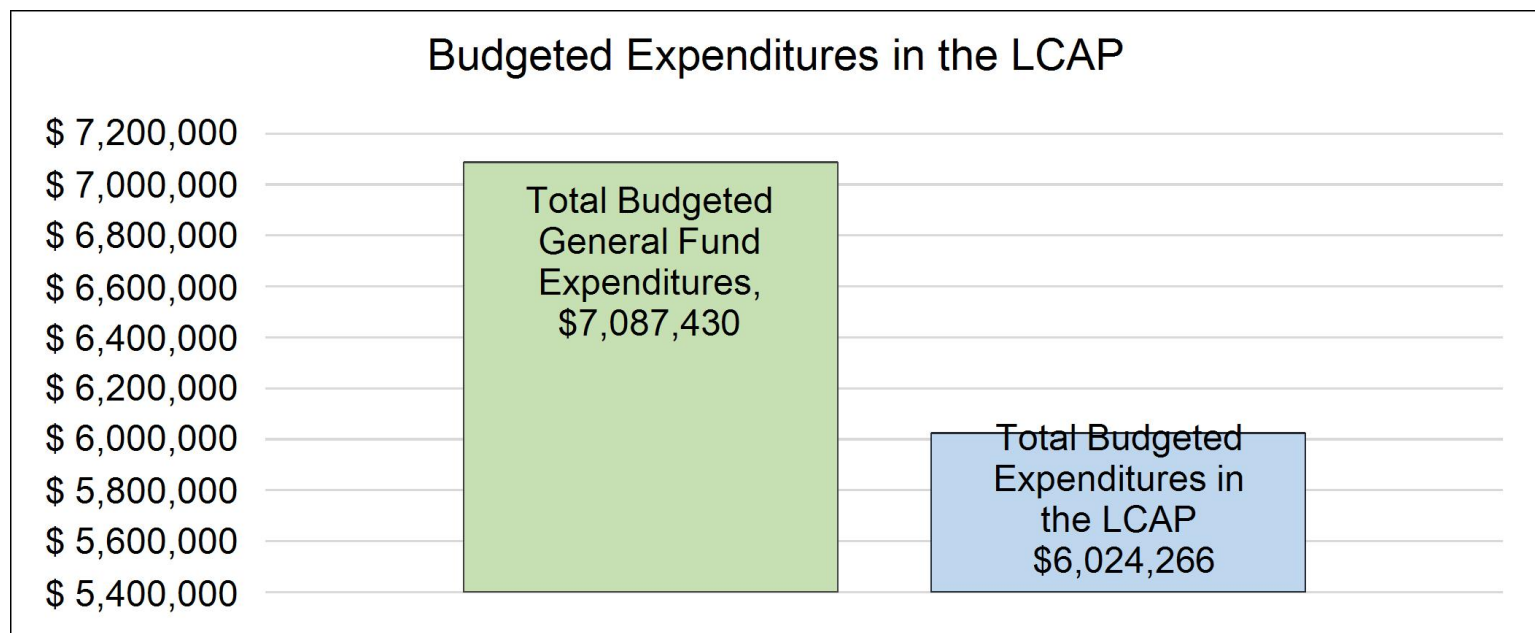
This chart shows the total general purpose revenue Hollister Prep School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Prep School is \$7,319,761, of which \$5,435,644 is Local Control Funding Formula (LCFF), \$913,670 is other state funds,

\$27,500 is local funds, and \$942,947 is federal funds. Of the \$5,435,644 in LCFF Funds, \$667,104 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hollister Prep School plans to spend \$7,087,430 for the 2022-23 school year. Of that amount, \$6,024,266 is tied to actions/services in the LCAP and \$1,063,164 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, legal fees, audit, field trips, communications, professional development, liability insurance, and payroll expenses.

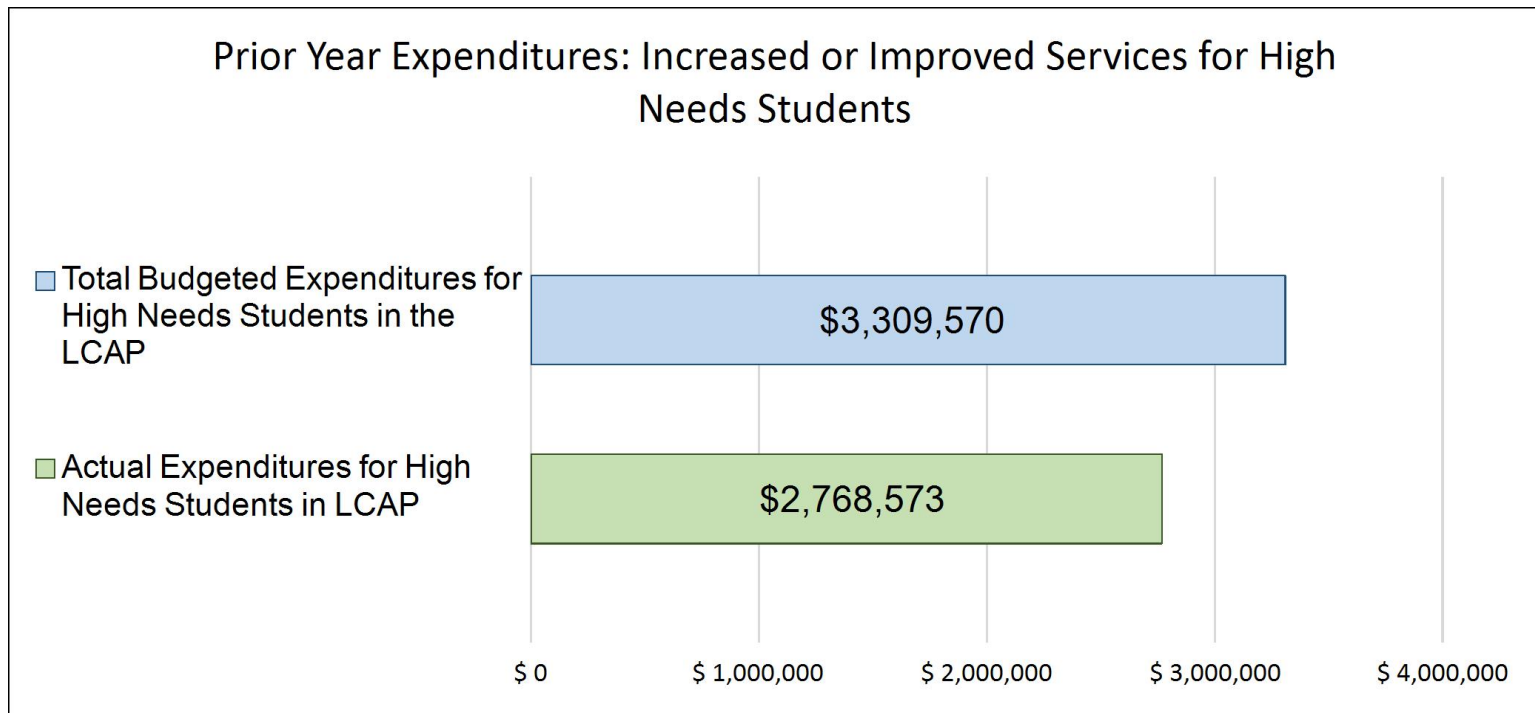
### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Hollister Prep School is projecting it will receive \$667,104 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 \$2,426,559 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 2021-22



This chart compares what Hollister Prep School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Hollister Prep School's LCAP budgeted \$3,309,570 for planned actions to increase or improve services for high needs students. Hollister Prep School actually spent \$2,768,573 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$ had the following impact on Hollister Prep School's ability to increase or improve services for high needs students:

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.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep School	Ami Ortiz Director of Business & Finance	ami.ortiz@navigatorsschools.org 8312972772

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Navigator Schools worked with its site leadership teams (includes site administration team, Student Services, and Directors] to review additional funds, discuss needs, including learning loss mitigation, and make recommendations for budget revisions. The Chief Academic Officer worked closely with the Director of Schools to review site requests and needs then brought those recommendations to the Directors & Chiefs teams. During this time of learning loss mitigation, need for additional mental health and SEL services, the Student Services team reviewed student data and staff concerns and requested additional professional development opportunities and staff resources. Surveys have and will continue to be given to all educational partners (staff, students, parents, and the Board of Directors) on the needs of our students and resources will be allocated accordingly.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The concentration grant, add-on funding was used to hire additional staff to support our low-income, English learners, and other subgroups of students who are in need of additional, targeted, intensive support in reading, mathematics, and social emotional skills. Each campus hired three additional classified staff members and trained them to implement targeted, intensive reading and math interventions to small groups of students. Part of the funds were used to hire an additional counselor who was able to provide intensive, targeted small group instruction in social emotional skills and behavior.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Navigator Schools engaged all educational partners throughout the continuing COVID recovery efforts through all staff meetings, town halls, parent coffees, site leadership meetings, surveys, to name a few. Students have been assessed on learning loss suffered during the pandemic as well as the effects of distance learning on their social emotional health. Parents have been asked about how Navigator was meeting the needs of their students/families numerous times over the past 2 ½ years with action steps taken to respond to their concerns. Staff members have been surveyed through written and oral opportunities on the resources they need to equip students to be learners and leaders (our mission) during this time.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic, Navigator Schools implemented the following strategies:

Strategy 1:

- Expanded summer options
- After school intervention programs four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional Student Services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide personalized instruction during class

time as well as additional intervention activities

#### Strategy 4

- parents provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages
- weekly student surveys implemented to help staff identify those students who are most at risk and in need of immediate assistance

#### Strategy 5

- staff receive regular trauma informed trainings
- staff implement SEL curriculum daily

As the above are being implemented during the 2021-2022 school year, data shows that the strategies that Navigator has chosen is showing academic and social emotional growth and improvements at all three of our school sites. Along with the successes, there are still challenges that remain. Student absences due to COVID positive results or exposures have caused gaps in student attendance which affect intervention and acceleration efforts. In addition, some of the social emotional and mental health challenges that resulted from COVID are situations that will take time to heal. Our trainings and additional mental health support staff have made a positive impact on our school community, but the greater impact that we are working towards will take time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

#### LCAP, Goal 4, Action 3

Additional instructional time, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:

#### LCAP, Goal 4, Action 6 and Goal 2, Action 8

Additional staffing and coaching In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally,

Navigator hired learning loss para-professionals that will work with individual or small groups of students who are currently performing one or more years behind expected grade level proficiency in the areas of reading and math.

#### Additional Assessment

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

#### Additional Curriculum Options

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# 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	ami.ortiz@navigatorschools.org 8312174881

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Hollister Prep School (HPS) serves a student body in grades kindergarten through grade 8. In the spring of 2022, HPS served 540 students with the following demographics: 54.55% socio-economically disadvantaged, 31.66% English language learners, 10.05% special education, 9.12 % Migrant and 0% foster youth. HPS students are ethnically diverse: 87.6% Hispanic or Latino, 8.7% White, 1.6% Asian, .2% African-American, and 1.9% other. The US Census Bureau estimates the City of Hollister had 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 has been an area that the school needed to take immediate action on, and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We utilize strategies from the Attendance Works website. Some of these strategies include: home visits, parent conferences with the teacher and site administrators to problem solve and create attendance contracts with families, and the use of a check-in and check-out system to encourage students. 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, the school has improved this metric. Students who demonstrate major behavioral infractions are most often provided with restorative actions.

## 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 2022-23 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

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

Feedback was focused on a few key areas, including the importance of attendance at school and decreasing our chronic absenteeism rates. While this was a concern before COVID, it has become a significant issue since students returned to in person instruction.

As school sites are still experiencing a higher number of behavior incidents, Navigator is continuing to focus on providing additional social emotional learning support. This is especially important for our most vulnerable students (students of color, LGBTQ, socio-economically disadvantaged). Finally, the need to focus on learning loss and closing the achievement gap continues to be crucial to bring students back to where they were before the pandemic.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to create a position focused on student engagement and attendance. Working with the families to provide support necessary to get and keep students in school is a key aspect of decreasing the chronic absenteeism rate.

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

# 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 students' 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.	96% of staff feel proud to tell people where they work and 82% 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.	94% of parents feel their child is safe and supported on campus and 86% 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	57% feel proud to belong to HPS most or all of the time, 75.5% feel that adults at the school cared			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	them most or all of the time, and 70% agree that they felt safe at school	about them most or all of the time, and 76.5% agree that they felt safe at school			
Suspension Rates	Less than 2%	Less than 2%			
Student Attendance Rates, as a measure of student engagement	average of 96%	Average of 94%			
Chronic Absenteeism	Less than 10%	14.2%			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1		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.	\$715,316.00	Yes
1.3		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.	\$3,400.00	Yes
1.4		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	\$520,571.00	No

Action #	Title	Description	Total Funds	Contributing
		supervise students before and after school, and during recess and lunch.		
1.5		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.	\$729,714.00	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.

There were no substantive differences between the planned actions and implementing them. We were able to successfully utilize the various actions we included in our LCAP to help create the culture of excellence within the school community.

The addition of a .5 counselor allowed the school to provide additional support to more students who were struggling with social skills and behavior. The counselor was also able to conduct home visits and provide counseling support to families in need. The purchase and implementation of the Panorama survey effectively allowed the school to understand which students were in need of additional support in social skills. A schoolwide focus on restorative actions as a first response to behavioral misconduct was effective in reducing the numbers of behavioral referrals this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Providing an engaging and welcoming office environment with bilingual staff members helped students, staff, and families successfully transition back to on-campus learning after months of COVID dictated distance learning. Ensuring staff was trained and available to institute COVID protocols helped to maintain a safe and healthy environment.

To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS team identified those who had specific social emotional needs, and provided them with individual counseling support. In addition, the counselors were able to convene small groups using the specific social-emotional learning curriculum to guide the group towards growth in social emotional skills. Without the funds, we would not have had the additional counselor available to work with key students. During a time where students were experiencing learning loss as well as mental health struggles, these services and curriculum helped to provide a crucial support system.

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.

The pandemic highlighted the need to focus on chronic absenteeism as students need to be in school to benefit from the various actions established for Goal 1. To address this, chronic absenteeism has been included as an area of focus in the LCAP for the next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 it 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 prior year DFS	Not available			
SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE	SBAC ELA +3 from prior year DFS	Not available			
English Learner Progress	English Learner Progress metrics were changed this year.	Not available			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New baseline will be 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 prior year DFS	Not available			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$1,573,569.00	No
2.2		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.	\$248,547.00	Yes
2.3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$454,190.00	Yes
2.4		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	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		
2.5		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
2.6		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.	\$100,287.00	No
2.7		Hollister Prep School will continue to implement standards-based physical education and instruction in grades K-8.	\$89,159.00	No
2.8		Maintain 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.

The goal was implemented as planned. Students received data-driven instruction in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Social Studies) from highly appropriately credentialed teachers and staff. Teachers in Training provided an opportunity for classroom teachers and Small Group Instructors to participate in instructional coaching, data analysis, and intervention planning to address learning loss. In addition, fiction, non-fiction, and standards-aligned curriculum support materials were purchased and used in classrooms to enhance student learning and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 5, \$0 expended out of the \$20,000 that was budgeted on the planned project of adding middle school libraries to each classroom. This action was not completed and is being carried forward to the 2022-23 school year. For action 8, \$47,500 was expended out of the \$129,375 that was budgeted. Staffing shortages made it difficult to staff those extra positions.

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

To address the specific needs of foster youth, homeless students, English Learner students and students from low socioeconomic background, the addition of small group instructors in the early grades provided these students with additional reading support in the classroom. These students also benefited from a robust curriculum that will prepare them for high school. The school used the funds to purchase literature books for middle school. This allowed these students to access to a variety of rich texts that were also culturally responsive. If the school did not receive these funds the school would not have been able to provide the extra support in reading, a strong curriculum used to prepare them for high school, and a wide variety of literature books to enhance their knowledge and cultural understanding. The modification and enhancement of the curriculum designed to meet the needs of English Learners allowed these students to grow in their communication skills. The funds allowed the school to develop excellent curriculum. Without these funds, the school would not have been able to produce appropriate materials.

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.

Reflections of plan implementation resulted in a decision to continue with the current plan with some modifications. Small Group Instructors in every classroom grades K-3 will continue in order to focus small group instruction so that staff can lower the student:teacher ratio and target academic skill development. In addition, Navigator will adopt a new standards-aligned math program (Illustrative Math) so that teachers have a structured, high-quality program to guide their teaching and intervention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 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 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	coaching for administrators an average of 20 times a school year			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1		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
3.2		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.

Site leadership staff prioritized their calendaring at the beginning of the school year for scheduling weekly 30 minute academic coaching meetings for each instructional staff member. Site leadership staff also prioritized calendaring of weekly staff observation times. All site leadership staff received professional development at the beginning of the year on Navigator’s coaching structure so that they were adequately prepared to lead academic coaching meetings.

One difference in the planned action and actual implementation of the action was the fact that site leadership staff were often called upon to serve as substitute teachers when classroom teachers were out. This occurred more frequently than in past years due to COVID outbreaks amongst staff and students. As a result, site leadership staff were sometimes unable to make their 30-minute coaching feedback meeting with their instruction staff. One accommodation we made as a result was prioritizing in-the-moment coaching where the academic coach would provide feedback during the staff member’s class through direct modeling of an instructional technique or a short verbal conversation on a small improvement the staff member could make to improve instruction. Additionally, some one-on-one teacher meetings were combined into group teacher meetings that occurred after school in which a coach would meet with multiple staff members and provide feedback on a common area of need (eg lesson planning, classroom management, etc.)

Similarly, all Support Office staff prioritized their calendaring time at the beginning of the year to schedule weekly coaching meetings with their site staff. While site leadership was often called upon for other duties, Support Office staff and site leadership made sure to reschedule their meeting time if a meeting had to be missed. During the coaching meetings, Support Office staff ensured that site leadership were continuing to focus on the organizational academic priorities, while at the same time providing space to thought-partner and support on logistical challenges that arose as a result of Covid outbreaks and any other unanticipated needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Both actions were effective in making progress towards the goal of providing weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning. While it was sometimes challenging to make every individual 30-minute coaching meeting between site leaders and staff, Navigator would like to continue to prioritize weekly one-on-one meetings next school year. Navigator will also continue to prioritize in-the-moment coaching for all staff members, as well as group coaching when there is a common need, as we have found both strategies to be best practices in meeting their larger goal of supporting continuous improvement for teaching and student learning.

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.

No significant changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
% of Students not meeting standards on SBAC who receive intervention support	99%	100%			

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1		Provide an inclusive instructional setting for all students with appropriate "push-in" support, including students in need of tier two interventions, provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$658,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2		Hollister Prep School will maintain a school site psychologist at .33 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrate needs in behavior or social skills. They will also provide intervention for Tier 2 and Tier 3 students.	\$61,780.00	Yes
4.3		Provide summer school for students who are not achieving at grade level.	\$59,250.00	Yes
4.4		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
4.5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, chronic absenteeism, and assessment. ll identified needs, including speech and language, occupational therapy, counseling, and assessment.	\$413,104.00	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.

The school formed an MTSS team consisting of leadership and support staff that included counselors, educational specialists, and the psychologist. The team ensured that all students in need of additional support received that support. Additional counseling and small groups were provided by the counselors and psychologist to address behavior and social emotional skills, which were part of the tiered actions. An extended school year was provided for all students in need of more instruction, and additional paraprofessionals were hired to provide academic support during the school day. Additionally, the special education staff ensured that all students in need of specialized support, for example, speech, OT, and counseling, received this support. Assessments to determine eligibility were also conducted for the students who failed to make adequate progress. Meals were provided to all eligible students for both breakfast and lunch by food service staff. The



materials that were purchased to support students were PATHs and Second Step, both social emotional learning curriculums, as well as Read Naturally reading program to support students in reading during the extended school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 4, \$0 out of \$83,000 was expended on child nutrition due to the Federal waiver during the pandemic. For action 7, \$0 out of \$10,000 was expended due to the project not moving forward.

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

By having a multi-tiered system of support framework at the school, all of our students, no matter what their backgrounds are, have been able to receive the support they need to be successful in school. This team identified the most at-risk students, i.e. Foster youth, English learners, homeless, and low income students, and reviewed their overall school data during the MTSS team meetings, to determine their needs first. The addition of a psychologist allowed the school to add in more social skills groups for these students and others. If the additional funds weren't available, the school would not have been able to provide the additional support to the target students. The collaborative efforts of the student services staff with the general education staff ensured that students with disabilities were as successful as possible.

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.

For this upcoming year the school is proposing to hire a part time social worker to help interface between families, community services and the school. We want to continue to ensure that all students receive the support they need to be successful this year. The MTSS team, with access to effective interventions and staff, will allow our students to continue to make progress and achieve equity in their education.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
% of Students with access to adaptive applications to support personalized learning	100%	100%			
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%			

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$78,750.00	No

Action #	Title	Description	Total Funds	Contributing
5.2		Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$10,044.00	Yes
5.3		Maintain a 1:1 I-Pad ratio for all students.	\$28,600.00	No
5.4		To support staff effectiveness and efficiency, provide staff with up-to-date technology, including replacing outdated technology.	\$18,700.00	No
5.5		Maintain high-speed internet wireless network with sufficient bandwidth.	\$26,000.00	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.

With a full-time Site Information Technology Administrator teachers, students, and staff were supported by keeping technology working each and every day for learning to continue without interruption.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions of IT support, using Infinite Campus, using Tableau, having 1:1 student devices, and reliable high-speed internet all lead to improved student learning. The school provided 1:1 devices for all students, including those that were the most needy, including foster

youth, English learners and low income students. These students also received wireless hotspots for them to have at their houses to ensure they can access technology at home. If the school did not have these additional funds, they would not have been able to provide any family in need with a hot spot.

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.

No major changes were identified due to the high success of the action steps for the overall goal.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
667,104	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.61%	0.00%	\$0.00	14.61%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

- 1.1 At the beginning of the school year, the student demographic data was disaggregated to determine the numbers of students who were foster youth, English learners, and students who were from low-income homes.
- 1.2 Student data from the SIS, including demographics, and behavioral data, were reviewed during the summer to determine what restorative justice curriculum would meet the needs of, and what survey tool would provide the school with information on, the following subgroups: foster youth, English learners and low-income students
- 2.2 The needs of foster youth, English learners and low-income students were reviewed during a summer data meeting prior to identifying the professional learning needs and staffing models needed to support them.
- 2.3 Classroom data was disaggregated and analyzed by teachers during the pre-inservice days to allow them to identify which students in the key subgroups of foster youth, English learners and low-income students, among others, including students with IEPs, would benefit from a specific, leveled, small group instruction.
- 2.4 End of year benchmark academic data and ELPAC summative scores from English learners were evaluated by leaders and teachers to guide the ELD-focused professional development for the next school year, and the weekly instructional schedule.
- 2.8 Disaggregated data were provided to the MTSS team so they could allocate additional resources to support English learners, any foster youth, or any student from a low socioeconomic background, in the first, second, and third grade classrooms
- 4.2 To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS

team identified those who had specific social emotional or behavioral needs

4.3 Teachers had access to end of year academic data that was disaggregated by subgroups of English Learners, and students from economically disadvantaged backgrounds, to form their recommendations for summer school.

4.4 SIS data was used to identify which students qualified as low-socioeconomic, or Foster youth or McKinney-Vento, who were in need of free breakfast and lunch.

5.2 Illuminate reports and Tableau software have enabled school leaders to effectively, quickly disaggregate foster youth, English learner and economically disadvantaged student data for the purpose of increasing these students' academic and social emotional outcomes.

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	2:54	

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	6:130	

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,148,790.00	\$359,129.00		\$652,670.00	\$6,160,589.00	\$4,502,543.00	\$1,658,046.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1		English Learners Foster Youth Low Income	\$715,316.00				\$715,316.00
1	1.3		English Learners Foster Youth Low Income	\$3,400.00				\$3,400.00
1	1.4		All	\$520,571.00				\$520,571.00
1	1.5		English Learners Foster Youth Low Income	\$729,714.00				\$729,714.00
2	2.1		All	\$1,573,569.00				\$1,573,569.00
2	2.2		English Learners Foster Youth Low Income	\$248,547.00				\$248,547.00
2	2.3		English Learners Foster Youth Low Income				\$454,190.00	\$454,190.00
2	2.4		English Learners					\$0.00
2	2.5		All	\$20,000.00				\$20,000.00
2	2.6		All	\$100,287.00				\$100,287.00
2	2.7		All	\$89,159.00				\$89,159.00
2	2.8		All				\$129,375.00	\$129,375.00
3	3.1		All					
3	3.2		All					
4	4.1		English Learners Foster Youth Low Income	\$245,805.00	\$344,000.00		\$69,105.00	\$658,910.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2		English Learners Foster Youth Low Income	\$46,651.00	\$15,129.00			\$61,780.00
4	4.3		English Learners Foster Youth Low Income	\$59,250.00				\$59,250.00
4	4.4		English Learners Foster Youth Low Income	\$221,323.00				\$221,323.00
4	4.5		English Learners Foster Youth Low Income	\$413,104.00				\$413,104.00
5	5.1		All	\$78,750.00				\$78,750.00
5	5.2		English Learners Foster Youth Low Income	\$10,044.00				\$10,044.00
5	5.3		All	\$28,600.00				\$28,600.00
5	5.4		All	\$18,700.00				\$18,700.00
5	5.5		All	\$26,000.00				\$26,000.00

### 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,565,192	667,104	14.61%	0.00%	14.61%	\$2,693,154.00	0.00%	58.99 %	<b>Total:</b>	\$2,693,154.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$2,693,154.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1		Yes	Schoolwide	English Learners Foster Youth Low Income		\$715,316.00	
1	1.3		Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,400.00	
1	1.5		Yes	Schoolwide	English Learners Foster Youth Low Income		\$729,714.00	
2	2.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$248,547.00	
2	2.3		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.4		Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1		Yes	Schoolwide	English Learners Foster Youth Low Income		\$245,805.00	
4	4.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$46,651.00	
4	4.3		Yes	Schoolwide	English Learners Foster Youth Low Income		\$59,250.00	
4	4.4		Yes	Schoolwide	English Learners Foster Youth Low Income		\$221,323.00	
4	4.5		Yes	Schoolwide	English Learners Foster Youth Low Income		\$413,104.00	
5	5.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,044.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,887,502.00	\$5,756,280.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1		Yes	\$625,189.00	\$603,076.00
1	1.3		Yes	\$2,500.00	\$2,500.00
1	1.4		No	\$449,537.00	\$465,711.00
1	1.5		Yes	\$770,282.00	\$770,282.00
2	2.1		No	\$1,516,598.00	\$1,504,106.00
2	2.2		Yes	\$302,981.00	\$284,818.00
2	2.3		Yes	\$418,179.00	\$409,086.00
2	2.4		Yes	\$0.00	\$0.00
2	2.5		No	\$20,000.00	\$0.00
2	2.6		No	\$103,000.00	\$114,495.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7		No	\$78,825.00	\$79,653.00
2	2.8		No	\$129,375.00	\$47,500.00
3	3.1		No	\$0.00	\$0.00
3	3.2		No	\$0.00	\$0.00
4	4.1		Yes	\$552,097.00	\$563,230.00
4	4.2		Yes	\$58,435.00	\$63,304.00
4	4.3		Yes	\$59,250.00	\$77,720.00
4	4.4		Yes	\$83,000	\$0.00
4	4.5		Yes	\$365,854	\$444,813.00
4	4.6		Yes	\$27,360.00	\$27,360.00
4	4.7		Yes	\$10,000.00	\$0.00
5	5.1		No	\$76,250.00	\$78,327.00
5	5.2		Yes	\$9,190.00	\$9,190.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3		No	\$70,250	\$65,250.00
5	5.4		No	\$98,850	\$98,050.00
5	5.5		No	\$60,500	\$47,809.00

### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
712,766	\$2,793,453.00	\$2,768,573.00	\$24,880.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1		Yes	\$625,189.00	\$603,076		
1	1.3		Yes	\$2,500.00	\$2,500		
1	1.5		Yes	\$770,282.00	\$770,282		
2	2.2		Yes	\$302,981.00	\$284,818		
2	2.3		Yes				
2	2.4		Yes				
4	4.1		Yes	\$552,097	\$563,230		
4	4.2		Yes	\$45,000.00	\$63,304		
4	4.3		Yes				
4	4.4		Yes	\$83,000	\$0		
4	4.5		Yes	\$365,854	\$444,813		
4	4.6		Yes	\$27,360.00	\$27,360		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.7		Yes	\$10,000.00	\$0		
5	5.2		Yes	\$9,190.00	\$9,190		



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,700,274	712,766	0.00	41.92%	\$2,768,573.00	0.00%	162.83%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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



**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:



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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)



- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# Coversheet

## Local Control and Accountability Plan: Watsonville Prep School

**Section:** II. Finance Committee  
**Item:** D. Local Control and Accountability Plan: Watsonville Prep School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022-23 WPS Proposed LCAP.pdf



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep School

CDS Code: 447724803189092032

School Year: 2022-23

LEA contact information:

Ami Ortiz

Director of Business & Finance

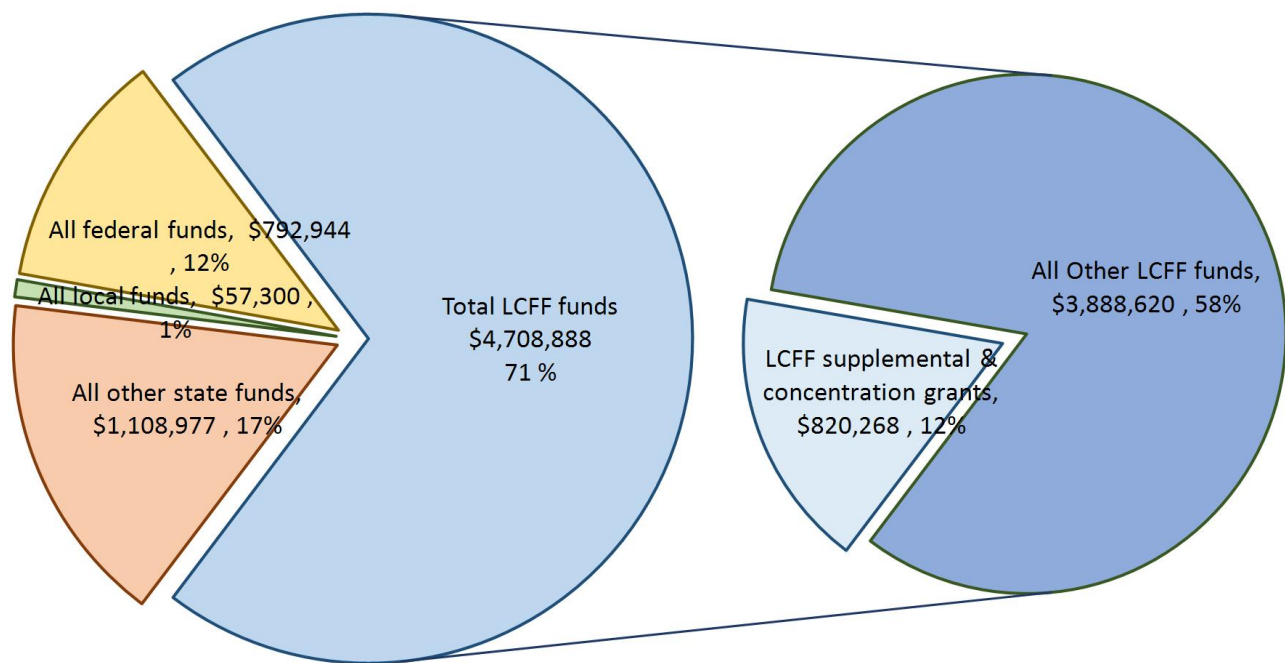
ami.ortiz@navigatorschools.org

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 2022-23 School Year

### Projected Revenue by Fund Source



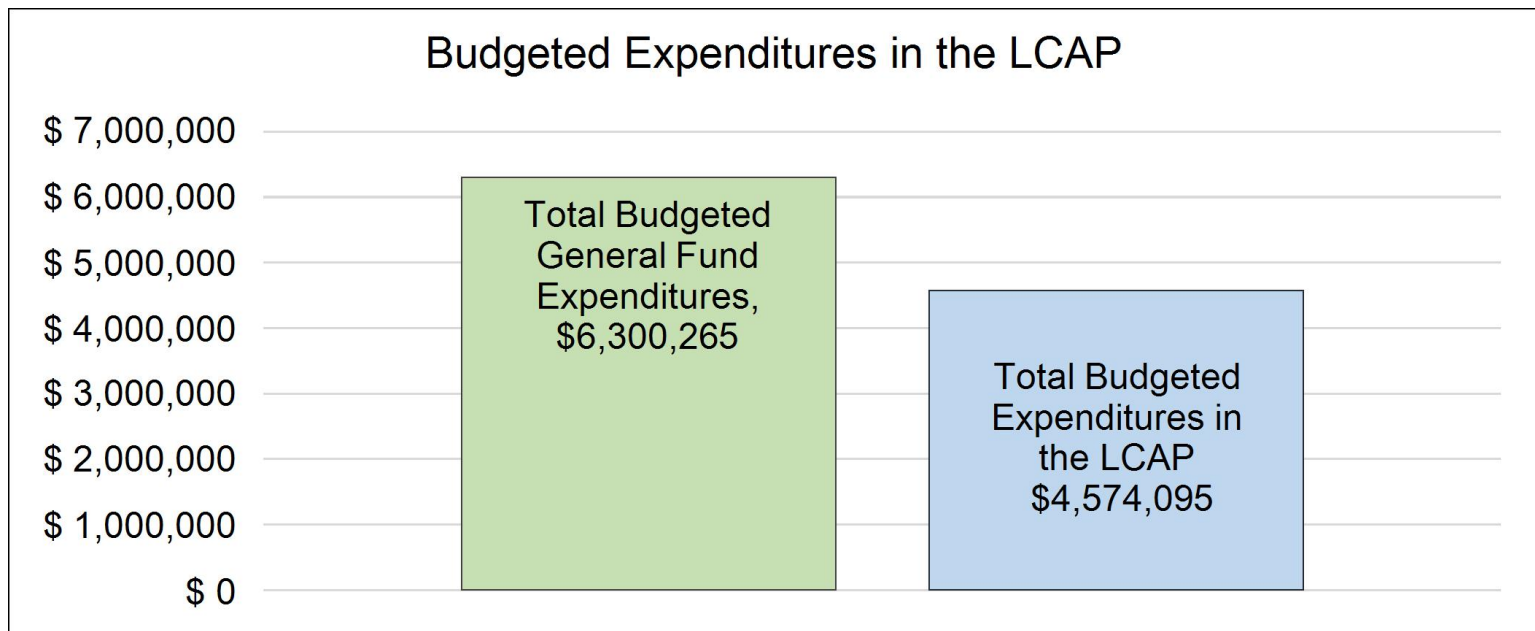
This chart shows the total general purpose revenue Watsonville Prep School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watsonville Prep School is \$6,668,109, of which \$4,708,888 is Local Control Funding Formula (LCFF), \$1,108,977 is other state funds,

\$57,300 is local funds, and \$792,944 is federal funds. Of the \$4,708,888 in LCFF Funds, \$820,268 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

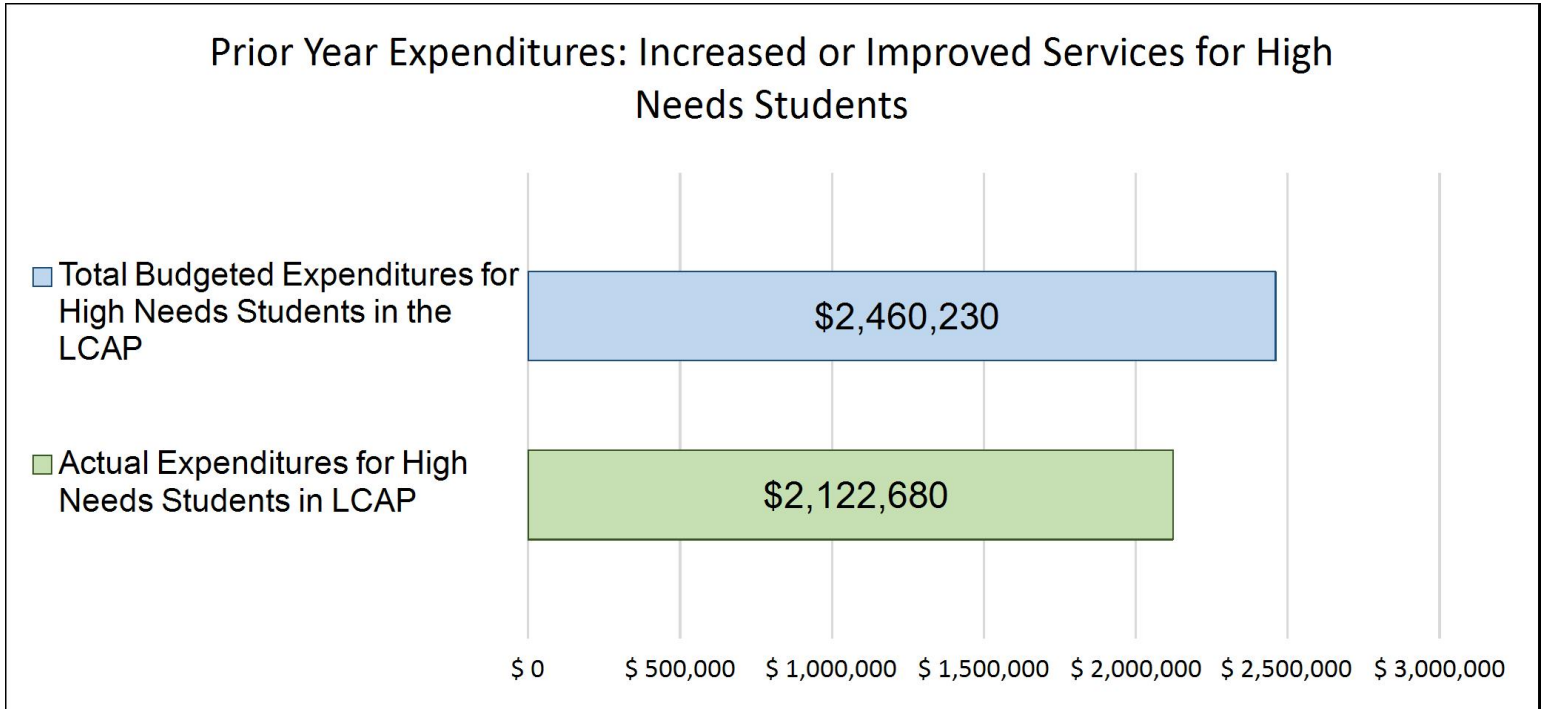
The text description of the above chart is as follows: Watsonville Prep School plans to spend \$6,300,265 for the 2022-23 school year. Of that amount, \$4,574,095 is tied to actions/services in the LCAP and \$1,726,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Watsonville Prep School is projecting it will receive \$820,268 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 \$980,297.00 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 2021-22



This chart compares what Watsonville Prep School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Watsonville Prep School's LCAP budgeted \$2,460,230 for planned actions to increase or improve services for high needs students. Watsonville Prep School actually spent \$2,122,680 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watsonville Prep School	Ami Ortiz Director of Business & Finance	ami.ortiz@navigatorsschools.org 8312972772

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Navigator Schools worked with its site leadership teams (includes site administration team, Student Services, and Directors] to review additional funds, discuss needs, including learning loss mitigation, and make recommendations for budget revisions. The Chief Academic Officer worked closely with the Director of Schools to review site requests and needs then brought those recommendations to the Directors & Chiefs teams. During this time of learning loss mitigation, need for additional mental health and SEL services, the Student Services team reviewed student data and staff concerns and requested additional professional development opportunities and staff resources. Surveys have and will continue to be given to all educational partners (staff, students, parents, and the Board of Directors) on the needs of our students and resources will be allocated accordingly.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The concentration grant, add-on funding was used to hire additional staff to support our low-income, English learners, and other subgroups of students who are in need of additional, targeted, intensive support in reading, mathematics, and social emotional skills. Each campus hired three additional classified staff members and trained them to implement targeted, intensive reading and math interventions to small groups of students. Part of the funds were used to hire an additional counselor who was able to provide intensive, targeted small group instruction in social emotional skills and behavior.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Navigator Schools engaged all educational partners throughout the continuing COVID recovery efforts through all staff meetings, town halls, parent coffees, site leadership meetings, surveys, to name a few. Students have been assessed on learning loss suffered during the pandemic as well as the effects of distance learning on their social emotional health. Parents have been asked about how Navigator was meeting the needs of their students/families numerous times over the past 2 ½ years with action steps taken to respond to their concerns. Staff members have been surveyed through written and oral opportunities on the resources they need to equip students to be learners and leaders (our mission) during this time.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic, Navigator Schools implemented the following strategies:

Strategy 1:

- Expanded summer options
- After school intervention programs four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional Student Services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide personalized instruction during class

time as well as additional intervention activities

#### Strategy 4

- parents provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages
- weekly student surveys implemented to help staff identify those students who are most at risk and in need of immediate assistance

#### Strategy 5

- staff receive regular trauma informed trainings
- staff implement SEL curriculum daily

As the above are being implemented during the 2021-2022 school year, data shows that the strategies that Navigator has chosen is showing academic and social emotional growth and improvements at all three of our school sites. Along with the successes, there are still challenges that remain. Student absences due to COVID positive results or exposures have caused gaps in student attendance which affect intervention and acceleration efforts. In addition, some of the social emotional and mental health challenges that resulted from COVID are situations that will take time to heal. Our trainings and additional mental health support staff have made a positive impact on our school community, but the greater impact that we are working towards will take time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

#### LCAP, Goal 4, Action 3

Additional instructional time, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:

#### LCAP, Goal 4, Action 6 and Goal 2, Action 8

Additional staffing and coaching In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally,

Navigator hired learning loss para-professionals that will work with individual or small groups of students who are currently performing one or more years behind expected grade level proficiency in the areas of reading and math.

#### Additional Assessment

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

#### Additional Curriculum Options

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:



- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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	ami.ortiz@navigatorschools.org 8312174881

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. In 2022-23 Watsonville Prep School (WPS) will serve a student body in grades transitional-kindergarten through grade 5. In the spring of 2022, WPS served 325 students with the following demographics: 77.13% socio-economically disadvantaged, 60.8% English language learners, 14.81% special education, and 3.6% homeless. The majority of WPS students are Hispanic: 97.8% Hispanic or Latino, .1% White, and 2.1% other race. The US Census Bureau estimates the City of Watsonville had 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 has been an area that the school needed to take immediate action on, and we have. As mentioned above, the site aggressively monitors chronic absenteeism. We utilize strategies from the Attendance Works website. Some of these strategies include: home visits, parent conferences with the teacher and site administrators to problem solve and create attendance contracts with families, and the use of a check in and check out system to encourage students. 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

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

Feedback was focused on a few key areas, including the importance of attendance at school and decreasing our chronic absenteeism rates. While this was a concern before COVID, it has become a significant issue since students returned to in person instruction.

As school sites are still experiencing a higher number of behavior incidents, Navigator is continuing to focus on providing additional social emotional learning support. This is especially important for our most vulnerable students (students of color, LGBTQ, socio-economically disadvantaged). Finally, the need to focus on learning loss and closing the achievement gap continues to be crucial to bring students back to where they were before the pandemic.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A key aspect of the LCAP that was influenced by the school staff stakeholder input was the decision to create a position focused on student engagement and attendance. Working with the families to provide support necessary to get and keep students in school is a key aspect of decreasing the chronic absenteeism rate.

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

# 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 students' 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.	96% of staff feel proud to tell people where they work and 82% 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.	94% of parents feel their child is safe and supported on campus and 86% 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	57% feel proud to belong to HPS most or all of the time, 75.5% feel that adults at the school cared about them most or all			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	time, and 70% agree that they felt safe at school	of the time, and 76.5% agree that they felt safe at school			
Suspension Rates	Less than 2%	Less than 2%			
Student Attendance Rates, as a measure of student engagement.	94% ADA	94.9% ADA			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1		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.	\$592,343.00	Yes
1.2		Maintain a 1 FTE counselor to provide counseling and wellness support for students, staff, and WPS families.	\$79,805.00	Yes
1.3		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.	\$3,400.00	No Yes



Action #	Title	Description	Total Funds	Contributing
1.4		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.	\$327,266.00	No
1.5		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.	\$618,520.00	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.

There were no substantive differences between the planned actions and implementing them. We were able to successfully utilize the various actions we included in our LCAP to help create the culture of excellence within the school community.

The addition of a .5 counselor allowed the school to provide additional support to more students who were struggling with social skills and behavior. The counselor was also able to conduct home visits and provide counseling support to families in need. The purchase and implementation of the Panorama survey effectively allowed the school to understand which students were in need of additional support in social skills. A schoolwide focus on restorative actions as a first response to behavioral misconduct was effective in reducing the numbers of behavioral referrals this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Providing an engaging and welcoming office environment with bilingual staff members helped students, staff, and families successfully transition back to on-campus learning after months of COVID dictated distance learning. Ensuring staff was trained and available to institute COVID protocols helped to maintain a safe and healthy environment.

To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS team identified those who had specific social emotional needs, and provided them with individual counseling support. In addition, the counselors were able to convene small groups using the specific social-emotional learning curriculum to guide the group towards growth in social emotional skills. Without the funds, we would not have had the additional counselor available to work with key students. During a time where students were experiencing learning loss as well as mental health struggles, these services and curriculum helped to provide a crucial support system.

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.

The pandemic highlighted the need to focus on chronic absenteeism as students need to be in school to benefit from the various actions established for Goal 1. To address this, chronic absenteeism has been included as an area of focus in the LCAP for the next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 it needs 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
2.1		Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using data driven strategies.	\$1,076,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2		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.	\$259,251.00	Yes
2.3		Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.	\$314,269.00	Yes
2.4		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
2.5		Maintain additional SGI 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	No
2.6		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.	\$80,577.00	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.

The goal was implemented as planned. Students received data-driven instruction in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Social Studies) from highly appropriately credentialed teachers and staff. Teachers in Training provided an opportunity for classroom teachers and Small Group Instructors to participate in

instructional coaching, data analysis, and intervention planning to address learning loss. In addition, fiction, non-fiction, and standards-aligned curriculum support materials were purchased and used in classrooms to enhance student learning and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5's expenditures were \$58,699 of the \$115,500 that was budgeted due to staffing shortages.

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

To address the specific needs of foster youth, homeless students, English Learner students and students from low socioeconomic background, the addition of small group instructors in the early grades provided these students with additional reading support in the classroom. These students also benefited from a robust curriculum that will prepare them for high school. The school used the funds to purchase literature books for middle school. This allowed these students to access to a variety of rich texts that were also culturally responsive. If the school did not receive these funds the school would not have been able to provide the extra support in reading, a strong curriculum used to prepare them for high school, and a wide variety of literature books to enhance their knowledge and cultural understanding. The modification and enhancement of the curriculum designed to meet the needs of English Learners allowed these students to grow in their communication skills. The funds allowed the school to develop excellent curriculum. Without these funds, the school would not have been able to produce appropriate materials.

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.

Reflections of plan implementation resulted in a decision to continue with the current plan with some modifications. Small Group Instructors in every classroom grades K-3 will continue in order to focus small group instruction so that staff can lower the student:teacher ratio and target academic skill development. In addition, Navigator will adopt a new standards-aligned math program (Illustrative Math) so that teachers have a structured, high quality program to guide their teaching and intervention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	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	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	Weekly coaching for administrators an average of 20 times a school year			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1		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
3.2		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.

Site leadership staff prioritized their calendaring at the beginning of the school year for scheduling weekly 30-minute academic coaching meetings for each instructional staff member. Site leadership staff also prioritized calendaring of weekly staff observation times. All site leadership staff received professional development at the beginning of the year on Navigator’s coaching structure so that they were adequately prepared to lead academic coaching meetings.

One difference in the planned action and actual implementation of the action was the fact that site leadership staff were often called upon to serve as substitute teachers when classroom teachers were out. This occurred more frequently than in past years due to COVID outbreaks amongst staff and students. As a result, site leadership staff were sometimes unable to make their 30-minute coaching feedback meeting with their instruction staff. One accommodation we made as a result was prioritizing in-the-moment coaching where the academic coach would provide feedback during the staff member’s class through direct modeling of an instructional technique or a short verbal conversation on a small improvement the staff member could make to improve instruction. Additionally, some one-on-one teacher meetings were combined into group teacher meetings that occurred after school in which a coach would meet with multiple staff members and provide feedback on a common area of need (eg lesson planning, classroom management, etc.)

Similarly, all Support Office staff prioritized their calendaring time at the beginning of the year to schedule weekly coaching meetings with their site staff. While site leadership was often called upon for other duties, Support Office staff and site leadership made sure to reschedule their meeting time if a meeting had to be missed. During the coaching meetings, Support Office staff ensured that site leadership were continuing to focus on the organizational academic priorities, while at the same time providing space to thought-partner and support on logistical challenges that arose as a result of Covid outbreaks and any other unanticipated needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No significant changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Both actions were effective in making progress towards the goal of providing weekly coaching and feedback to all staff to support continuous improvement for teaching and student learning. While it was sometimes challenging to make every individual 30-minute coaching meeting between site leaders and staff, Navigator would like to continue to prioritize weekly one-on-one meetings next school year. Navigator will also continue to prioritize in-the-moment coaching for all staff members, as well as group coaching when there is a common need, as we have found both strategies to be best practices in meeting their larger goal of supporting continuous improvement for teaching and student learning.

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.

No significant changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
% of Students not meeting standards who receive intervention support	99%	100%			

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1		Provide an inclusive instructional setting for all students with appropriate "push-in" support, including students in need of Tier 2 interventions, provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.	\$428,149.00	No

Action #	Title	Description	Total Funds	Contributing
4.2		Maintain a school site Psychologist at .33 FTE to provide regular intervention support for students who are not achieving at grade level and/or demonstrate needs in behavior or social skills. They will also provide intervention for Tier 2 and Tier 3 students and serve in the roll of MTSS Coordinator.	\$29,217.00	Yes
4.3		Provide summer school for students who are not achieving at grade level.	\$46,250.00	Yes
4.4		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.	\$335,315.00	Yes
4.5		Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, chronic absenteeism, and assessment.	\$148,500.00	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.

The school formed an MTSS team consisting of leadership and support staff that included counselors, educational specialists, and the psychologist. The team ensured that all students in need of additional support received that support. Additional counseling and small groups were provided by the counselors and psychologist to address behavior and social emotional skills, which were part of the tiered actions. An extended school year was provided for all students in need of more instruction, and additional paraprofessionals were hired to provide academic support during the school day. Additionally, the special education staff ensured that all students in need of specialized support, for example, speech, OT, and counseling, received this support. Assessments to determine eligibility were also conducted for the students who failed to make adequate progress. Meals were provided to all eligible students for both breakfast and lunch by food service staff. The materials that were purchased to support students were PATHs and Second Step, both social emotional learning curriculums, as well as Read Naturally reading program to support students in reading during the extended school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6's expenditures were \$0 of the \$27,360 that was budgeted due to not finding staff to fill the positions, resulting in the action not occurring. Action 7's expenditures were \$0 of the \$10,000 that was budgeted due to the program being pushed into a future year.

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

By having a multi-tiered system of support framework at the school, all of our students, no matter what their backgrounds are, have been able to receive the support they need to be successful in school. This team identified the most at-risk students, i.e. Foster youth, English learners, homeless, and low income students, and reviewed their overall school data during the MTSS team meetings, to determine their needs first. The addition of a psychologist allowed the school to add in more social skills groups for these students and others. If the additional funds weren't available, the school would not have been able to provide the additional support to the target students. The collaborative efforts of the student services staff with the general education staff ensured that students with disabilities were as successful as possible.

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.

For this upcoming year the school is proposing to hire a part time social worker to help interface between families, community services and the school. We want to continue to ensure that all students receive the support they need to be successful this year. The MTSS team, with access to effective interventions and staff, will allow our students to continue to make progress and achieve equity in their education.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			
% of Students with access to adaptive applications to support personalized learning	100%	100%			
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%			

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1		Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.	\$60,375.00	No

Action #	Title	Description	Total Funds	Contributing
5.2		Effectively utilize Illuminate for student assessment and reporting. Utilize Tableau software to enhance data reports.	\$10,044.00	Yes
5.3		Maintain a 1:1 I-Pad ratio for all students.	\$26,200.00	No
5.4		To support staff effectiveness and efficiency, provide staff with up-to-date technology.	\$12,200.00	No
5.5		Have a high-speed internet wireless network with sufficient bandwidth.	\$10,914.00	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.

With a full-time Site Information Technology Administrator teachers, students, and staff were supported by keeping technology working each and every day for learning to continue without interruption.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions of IT support, using Infinite Campus, using Tableau, having 1:1 student devices, and reliable high-speed internet all lead to improved student learning. The school provided 1:1 devices for all students, including those that were the most needy, including foster youth, English learners and low income students. These students also received wireless hotspots for them to have at their houses to ensure they can access technology at home. If the school did not have these additional funds, they would not have been able to provide any family in need with a hot spot.

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.

No major changes were identified due to the high success of the action steps for the overall goal.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
820,268	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.42%	0.00%	\$0.00	17.42%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

- 1.1 At the beginning of the school year, the student demographic data was disaggregated to determine the numbers of students who were foster youth, English learners, and students who were from low-income homes.
- 1.2 Student data from the SIS, including demographics, and behavioral data, were reviewed during the summer to determine what restorative justice curriculum would meet the needs of, and what survey tool would provide the school with information on, the following subgroups: foster youth, English learners and low-income students.
- 2.2 The needs of foster youth, English learners and low-income students were reviewed during a summer data meeting prior to identifying the professional learning needs and staffing models needed to support them.
- 2.3 Classroom data was disaggregated and analyzed by teachers during the pre-inservice days to allow them to identify which students in the key subgroups of foster youth, English learners and low-income students, among others, including students with IEPs, would benefit from a specific, leveled, small group instruction.
- 2.4 End of year benchmark academic data and ELPAC summative scores from English learners were evaluated by leaders and teachers to guide the ELD-focused professional development for the next school year and the weekly instructional schedule.
- 2.8 Disaggregated data were provided to the MTSS team so they could allocate additional resources to support English learners, any foster youth, or any student from a low socioeconomic background, in the first, second, and third grade classrooms
- 4.2 To address the specific needs of foster youth, homeless, socioeconomically disadvantaged students, and English Learners, the MTSS

team identified those who had specific social emotional or behavioral needs.

4.3 Teachers had access to end of year academic data that was disaggregated by subgroups of English Learners, and students from economically disadvantaged backgrounds, to form their recommendations for summer school.

4.4 SIS data was used to identify which students qualified as low-socioeconomic, or Foster youth or McKinney-Vento, who were in need of free breakfast and lunch.

5.2 Illuminate reports and Tableau software have enabled school leaders to effectively, quickly disaggregate foster youth, English learner and economically disadvantaged student data for the purpose of increasing these students' academic and social emotional outcomes.

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The add-on funding will be used to hire additional small group instructors in 1st, 2nd and 3rd grades so they can provide direct literacy instruction to smaller groups of students. The additional funding will also allow for an additional part time psychologist to be hired to provide direct instruction in social skills and behavior to small groups of students. Also, the additional monies will be used to hire teachers-in-training who are able to provide additional direct instruction to key subgroups of students including foster youth, English learners, and economically disadvantaged students, during the extended day portion of school. Finally, the additional concentration grant add-on funding allowed the school to hire at least two staff people per classroom to support students in the summer school program.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		4:60
Staff-to-student ratio of certificated staff providing direct services to students		4:180

### 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,430,921.00	\$194,850.00		\$948,324.00	\$4,574,095.00	\$3,391,737.00	\$1,182,358.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1		English Learners Foster Youth Low Income	\$592,343.00				\$592,343.00
1	1.2		English Learners Foster Youth Low Income				\$79,805.00	\$79,805.00
1	1.3		All	\$3,400.00				\$3,400.00
1	1.4		All	\$327,266.00				\$327,266.00
1	1.5		All	\$618,520.00				\$618,520.00
2	2.1		All	\$1,076,000.00				\$1,076,000.00
2	2.2		English Learners Foster Youth Low Income	\$217,251.00			\$42,000.00	\$259,251.00
2	2.3		English Learners Foster Youth Low Income				\$314,269.00	\$314,269.00
2	2.4		English Learners Foster Youth Low Income					
2	2.5		All				\$115,500.00	\$115,500.00
2	2.6		English Learners Foster Youth Low Income	\$80,577.00				\$80,577.00
3	3.1		All					
3	3.2		All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1		Students with Disabilities	\$203,149.00	\$180,000.00		\$45,000.00	\$428,149.00
4	4.2		English Learners Foster Youth Low Income	\$27,217.00			\$2,000.00	\$29,217.00
4	4.3		English Learners Foster Youth Low Income				\$46,250.00	\$46,250.00
4	4.4		English Learners Foster Youth Low Income	\$49,465.00	\$14,850.00		\$271,000.00	\$335,315.00
4	4.5		All Students with Disabilities	\$116,000.00			\$32,500.00	\$148,500.00
5	5.1		All	\$60,375.00				\$60,375.00
5	5.2		English Learners Foster Youth Low Income	\$10,044.00				\$10,044.00
5	5.3		All	\$26,200.00				\$26,200.00
5	5.4		All	\$12,200.00				\$12,200.00
5	5.5		All	\$10,914.00				\$10,914.00

### 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,708,888	820,268	17.42%	0.00%	17.42%	\$980,297.00	0.00%	20.82 %	<b>Total:</b>	\$980,297.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$980,297.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1		Yes	Schoolwide	English Learners Foster Youth Low Income		\$592,343.00	
1	1.2		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.3		Yes	Schoolwide			\$3,400.00	
2	2.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$217,251.00	
2	2.3		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.4		Yes	Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6		Yes	Schoolwide	English Learners Foster Youth Low Income		\$80,577.00	
4	4.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$27,217.00	
4	4.3		Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.4		Yes	Schoolwide	English Learners Foster Youth Low Income		\$49,465.00	
5	5.2		Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,044.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,897,767.00	\$3,878,302.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1		Yes	\$440,972.00	\$476,231
1	1.2		Yes	\$60,750.00	\$64,855.00
1	1.3		Yes	\$2,500.00	\$2,500
1	1.4		No	\$389,641.00	\$318,407.00
1	1.5		Yes	\$484,545.00	\$484,545.00
1	1.6		No	\$60,750.00	\$60,750.00
2	2.1		No	\$788,445.00	\$782,274.00
2	2.2		Yes	\$257,851.00	\$271,555.00
2	2.3		Yes	\$276,170.00	\$304,524.00
2	2.4		Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5		Yes	\$115,500.00	\$58,699.00
2	2.6		No	\$30,200.00	\$29,536.00
3	3.1		No	\$0.00	\$0.00
3	3.2		No	\$0.00	\$0.00
4	4.1		Yes	\$428,149.00	\$380,352.00
4	4.2		Yes	\$29,217.00	\$39,443.00
4	4.3		Yes	\$30,050.00	\$81,894.00
4	4.4		Yes	\$110,226.00	\$210,236.00
4	4.5		Yes	\$177,750.00	\$124,750.00
4	4.6		Yes	\$27,360.00	\$0.00
4	4.7		Yes	\$10,000.00	\$0.00
5	5.1		No	\$58,246.00	\$58,919.00
5	5.2		Yes	\$9,190.00	\$9,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3		No	\$43,250.00	\$48,123.00
5	5.4		No	\$27,005.00	\$29,753.00
5	5.5		No	\$40,000.00	\$41,956.00



### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$2,154,010.00	\$2,122,680.00	\$31,330.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1		Yes	\$440,972.00	\$476,231.00		
1	1.2		Yes	\$60,750.00	\$64,855.00		
1	1.3		Yes	\$2,500.00	\$2,500.00		
1	1.5		Yes	\$484,545.00	\$484,545.00		
2	2.2		Yes	\$257,851.00	\$271,555.00		
2	2.3		Yes				
2	2.4		Yes				
2	2.5		Yes	\$115,500.00	\$58,699.00		
4	4.1		Yes	\$428,149.00	\$380,352.00		
4	4.2		Yes	\$29,217.00	\$39,443.00		
4	4.3		Yes				
4	4.4		Yes	\$110,226.00	\$210,750.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.5		Yes	\$177,750.00	\$124,750.00		
4	4.6		Yes	\$27,360.00	\$0.00		
4	4.7		Yes	\$10,000.00	\$0.00		
5	5.2		Yes	\$9,190.00	\$9,000.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.00%	\$2,122,680.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.



**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:



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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).



- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# Coversheet

## Proposed Budget (2022-23)

**Section:** II. Finance Committee  
**Item:** E. Proposed Budget (2022-23)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2022-23 Proposed Budget.pdf  
2022-23 Proposed Budget Iterations.pdf



2022-23 Proposed Budget Narrative  
Board of Directors Meeting

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2022-23 Proposed Budget Narrative

	Net Income (GAAP)	Projected Beginning Fund Balance	Projected Ending Fund Balance
Gilroy Prep School (GPS)	192K	2.1M	2.2M
Hollister Prep School (HPS)	232K	2.0M	2.2M
Watsonville Prep School (WPS)	368K	700K	1.1M
Hayward Collegiate (HC)	63K	1.3M	1.3M
Charter Management Organization (CMO)	-186K	2.8M	2.6M
<b>Total</b>	700K	8.9M	9.5M

- 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 6.57%
  - ESSER II & III funding in the amount of \$500,000 has been added into the revenue
  - Includes 5% COLA increase for salaries
  - CalSTRS rate increase to 19.1% from 16.92%
  - Support Office management fee of 14% of LCFF
  - Reduces state funding by \$488,900 from 2021-22 due to not receiving additional AB86 funding (COVID related)
  - Includes \$100,000 for the Community Schools Program grant
  - Includes one-time state funding budgeted at 50% of the Governor’s proposed May revise
  - Adds 1 FTE to coordinate the Community Schools Partnership program
  
- HPS Proposed Budget
  - Using the latest Fiscal Crisis & Management Assistance Team (FCMAT) calculator for Local Control Funding Formula (LCFF) revenue or 540 students, which includes a COLA increase of 6.57%



- ESSER II & III funding in the amount of \$630,000 has been added into the revenue
- Includes 5% COLA increase for salaries
- CalSTRS rate increase to 19.1% from 16.92%
- Support Office management fee of 14% of LCFF
- Reduces state funding by \$500,000 from 2021-22 due to not receiving additional AB86 funding (COVID related)
- Includes \$100,000 for the Community Schools Program grant
- Includes one-time state funding budgeted at 50% of the Governor's proposed May revise
- Adds 1 FTE to coordinate the Community Schools Partnership program
  
- WPS Proposed Budget
  - Using the latest Fiscal Crisis & Management Assistance Team (FCMAT) calculator for Local Control Funding Formula (LCFF) revenue for 385 students, which includes a COLA increase of 6.57%
  - ESSER II & III funding in the amount of \$200,000 has been added into the revenue
  - Donations & Grants total of \$100,000 compared to \$200,500 from 2021-22
  - Includes 5% COLA increase for salaries
  - CalSTRS rate increase to 19.1% from 16.92%
  - Support Office management fee of 14% of LCFF
  - Annual increase in rent per long-term lease, partially offset by increase in SB 740 rent reimbursement revenue resulting from increased enrollment
  - Includes staffing for growing to fifth grade and adding a second TK class
    - 3 FTE Teachers
    - 2 FTE SGI
    - 1 FTE Paraprofessional
    - 1 FTE Accelerated Learning (AR) Specialist
    - 1 FTE Yard Duties
    - 1 Community Schools Partnership Program Coordinator
  - Reduces AB86 state funding by \$245,800 from 2021-22 due to not receiving additional AB86 funding (COVID related)
  - Includes one-time state funding budgeted at 50% of the Governor's proposed May revise



- CMO Proposed Budget
  - Donations & Grants total is \$750,000 compared to \$500,000 from 2021-22 which includes \$200,000 in new funding for Model Providing
  - 2022-23. Management fees are as follows:
    - HPS - 14%
    - GPS - 14%
    - WPS - 14%
  - Includes 5% COLA increase for salaries
  - CalSTRS rate increase to 19.1% from 16.92%
  - Adds 5.5 FTE
    - 1 Development staff
    - 1 IT Coordinator
    - 1 Hr/Finance
    - 1 Director of Strategy
    - 1 Curriculum Coordinator
    - .5 Middle School Innovation Coordinator
  - The negative net income is based on the following:
    - \*\*Utilizing \$160,000 fund balance reserves from grants received in 2021-22 and prior years for Model Providing to address priorities in this program, including professional development and marketing

Navigator Schools - 2022-23 Preliminary Budget																
				GPS			HPS			WPS			HC	CMO		
	Total 2022-23	Board Approved	\$ Change	Board Approved	\$ Change	Board Approved	\$ Change	Board Approved	\$ Change	Board Approved	\$ Change	Board Approved	\$ Change	Board Approved	\$ Change	
	Prelim Budget	Budget		Prelim Budget	Budget		Prelim Budget	Budget		Prelim Budget	Budget		Prelim Budget	Prelim Budget	Budget	
	2022-23	2021-22		2022-23	2021-22		2022-23	2021-22		2022-23	2021-22		2022-23	2022-23	2021-22	
<i>Enrollment Projection</i>	1490	1395		540	540	0	540	540	0	410	315		160			
<b>REVENUE:</b>																
LCFF Revenue	17,293,395	13,469,729	3,823,666	5,270,870	4,940,034	330,836	5,435,644	5,012,919	422,725	4,708,888	3,516,776	1,192,112	1,877,993	0	0	
Federal Revenue	2,888,035	1,960,415	927,620	928,541	670,334	258,207	942,947	680,481	262,466	792,944	609,600	183,344	223,603	0	0	
Other State Revenue	3,709,379	2,761,254	948,125	930,060	968,992	-38,932	913,670	964,555	-50,885	1,108,977	827,707	281,270	756,672	0	0	
Donations & Grants	940,000	715,500	224,500	7,500	7,500	0	7,500	7,500	0	50,000	200,500	-150,500	125,000	750,000	500,000	250,000
Other Revenue	78,178	110,929	-32,751	23,878	48,729	-24,851	20,000	20,000	0	7,300	15,200	-7,900	0	27,000	27,000	0
CMO Management Fees	2,421,075	2,072,137	348,938						0					2,421,075	2,072,137	348,938
<b>REVENUE</b>	<b>27,330,062</b>	<b>21,089,964</b>	<b>6,240,098</b>	<b>7,160,849</b>	<b>6,635,589</b>	<b>0</b>	<b>7,319,761</b>	<b>6,685,455</b>	<b>634,306</b>	<b>6,668,109</b>	<b>5,169,783</b>	<b>1,498,326</b>	<b>2,983,268</b>	<b>3,198,075</b>	<b>2,599,137</b>	<b>598,938</b>
<b>EXPENDITURES:</b>																
Salaries	14,780,933	10,932,834	3,848,099	4,074,511	3,500,463	574,048	4,110,215	3,532,404	577,811	3,137,887	2,390,528	747,359	1,179,414	2,278,906	1,509,439	769,467
Benefits & Taxes	3,777,311	2,809,085	968,226	1,024,631	854,713	169,918	1,017,720	844,437	173,283	844,909	651,695	193,214	312,303	577,749	458,240	119,509
Books & Supplies	1,475,324	1,243,740	231,584	410,846	554,750	-143,904	276,055	382,850	-106,795	496,750	227,740	269,010	253,273	38,400	38,400	0
Services & Other Operating Expen	4,126,155	3,245,328	880,827	721,207	780,212	-59,005	922,450	939,918	-17,468	1,161,474	1,144,152	17,322	832,059	488,965	381,046	107,919
CMO Management Fees	2,421,075	2,072,138	348,937	737,922	772,605	-34,683	760,990	782,809	-21,819	659,244	516,724	142,520	262,919	0	0	0
Capital Outlay	80,572	0	80,572	0	0	0	0	0	0	0	0	0	80,572	0	0	0
<b>EXPENDITURES</b>	<b>26,661,370</b>	<b>20,303,125</b>	<b>6,358,245</b>	<b>6,969,116</b>	<b>6,462,743</b>	<b>506,373</b>	<b>7,087,430</b>	<b>6,482,418</b>	<b>605,012</b>	<b>6,300,265</b>	<b>4,930,839</b>	<b>1,369,426</b>	<b>2,920,540</b>	<b>3,384,020</b>	<b>2,387,125</b>	<b>996,895</b>
<b>REVENUE LESS EXPENDITURES</b>	<b>668,692</b>	<b>786,839</b>		<b>191,733</b>	<b>172,846</b>		<b>232,331</b>	<b>203,037</b>		<b>367,844</b>	<b>238,944</b>		<b>62,728</b>	<b>-185,944</b>	<b>212,012</b>	
Beginning Fund Balance	8,853,546			2,056,307			2,012,549			698,417			1,285,557	**\$160,000 from the Model Providing fund balance (see narrative)**		
Ending Fund Balance	9,522,238			2,248,040			2,244,880			1,066,261			1,348,285	2,800,716	2,614,772	

GPS	Proposed Budget		
	2022-23	2023-24	2024-25
<b>REVENUE:</b>			
<b>Total 8000 · Gnl Purpose Entitlement LCFF</b>	<b>5,270,870</b>	<b>6,042,046</b>	<b>6,258,857</b>
<b>Total 8100 · 8299 Federal Revenue</b>	<b>928,541</b>	<b>461,882</b>	<b>470,919</b>
<b>Total 8300 · 8599 State Revenues</b>	<b>930,060</b>	<b>596,016</b>	<b>503,682</b>
<b>Total 8600 · 8699 Other Local Revenue</b>	<b>23,878</b>	<b>23,956</b>	<b>24,035</b>
<b>Total 8800-89 · Donations/Fundraising</b>	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>
<b>Total Revenue</b>	<b>7,160,849</b>	<b>7,131,400</b>	<b>7,264,993</b>
<b>EXPENSES:</b>			
<b>Total 1000 - 2999 Salaries</b>	<b>4,074,511</b>	<b>4,028,496</b>	<b>4,053,561</b>
<b>Total 3000 - 3999 Taxes &amp; benefits</b>	<b>1,024,631</b>	<b>1,031,400</b>	<b>1,064,640</b>
<b>Total 4000 · 4999 Books &amp; Supplies</b>	<b>410,846</b>	<b>465,905</b>	<b>432,145</b>
<b>Total 5000 · 5999 Services &amp; Other Oper. Exp</b>	<b>1,459,129</b>	<b>1,577,236</b>	<b>1,619,549</b>
<b>Total 6000 · Capital Outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENSES</b>	<b>6,969,116</b>	<b>7,103,036</b>	<b>7,169,895</b>
<b>NET REVENUE</b>	<b>191,733</b>	<b>28,363</b>	<b>95,098</b>
<b>Add back capital outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Net Revenue GAAP</b>	<b>191,733</b>	<b>28,363</b>	<b>95,098</b>
<b>Beginning of Year Fund Balance</b>	<b>2,056,307</b>	<b>2,248,040</b>	<b>2,276,403</b>
<b>End of Year Fund Balance</b>	<b>2,248,040</b>	<b>2,276,403</b>	<b>2,371,501</b>

HPS	Proposed Budget		
	2022-23	2023-24	2024-25
<b>REVENUE:</b>			
<b>Total 8000 · Gnl Purpose Entitlement LCFF</b>	<b>5,435,644</b>	<b>5,725,688</b>	<b>6,428,920</b>
<b>Total 8100 · 8299 Federal Revenue</b>	<b>942,947</b>	<b>319,006</b>	<b>329,048</b>
<b>Total 8300 · 8599 State Revenues</b>	<b>913,670</b>	<b>579,151</b>	<b>486,668</b>
<b>Total 8600 · 8699 Other Local Revenue</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>Total 8800-89 · Donations/Fundraising</b>	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>
<b>Total Revenue</b>	<b>7,319,761</b>	<b>6,651,345</b>	<b>7,272,136</b>
<b>EXPENSES:</b>			
<b>Total 1000 - 2999 Salaries</b>	<b>4,110,215</b>	<b>3,889,065</b>	<b>4,091,083</b>
<b>Total 3000 - 3999 Taxes &amp; benefits</b>	<b>1,017,720</b>	<b>905,604</b>	<b>1,060,402</b>
<b>Total 4000 · 4999 Books &amp; Supplies</b>	<b>276,055</b>	<b>283,117</b>	<b>336,544</b>
<b>Total 5000 · 5999 Services &amp; Other Oper. Exp</b>	<b>1,683,440</b>	<b>1,724,571</b>	<b>1,674,653</b>
<b>Total 6000 · Capital Outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENSES</b>	<b>7,087,430</b>	<b>6,802,357</b>	<b>7,162,682</b>
<b>NET REVENUE</b>	<b>232,331</b>	<b>-151,012</b>	<b>109,454</b>
<b>Add back capital outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Net Revenue GAAP</b>	<b>232,331</b>	<b>-151,012</b>	<b>109,454</b>
<b>Beginning of Year Fund Balance</b>	<b>2,012,549</b>	<b>2,244,880</b>	<b>2,093,869</b>
<b>End of Year Fund Balance</b>	<b>2,244,880</b>	<b>2,093,869</b>	<b>2,203,323</b>



WPS	Proposed Budget		
	2022-23	2023-24	2024-25
<b>REVENUE:</b>			
<b>Total 8000 · Gnl Purpose Entitlement LCFF</b>	<b>4,708,888</b>	<b>5,390,355</b>	<b>6,116,383</b>
<b>Total 8100 · 8299 Federal Revenue</b>	<b>792,944</b>	<b>687,451</b>	<b>771,265</b>
<b>Total 8300 · 8599 State Revenues</b>	<b>1,108,977</b>	<b>966,151</b>	<b>965,374</b>
<b>Total 8600 · 8699 Other Local Revenue</b>	<b>7,300</b>	<b>20,500</b>	<b>20,500</b>
<b>Total 8800-89 · Donations/Fundraising</b>	<b>50,000</b>	<b>51,500</b>	<b>51,500</b>
<b>Total Revenue</b>	<b>6,668,109</b>	<b>7,115,957</b>	<b>7,925,022</b>
<b>EXPENSES:</b>			
<b>Total 1000 - 2999 Salaries</b>	<b>3,137,887</b>	<b>3,027,025</b>	<b>3,166,073</b>
<b>Total 3000 - 3999 Taxes &amp; benefits</b>	<b>844,909</b>	<b>901,482</b>	<b>962,928</b>
<b>Total 4000 · 4999 Books &amp; Supplies</b>	<b>496,750</b>	<b>525,747</b>	<b>559,488</b>
<b>Total 5000 · 5999 Services &amp; Other Oper. Exp</b>	<b>1,820,719</b>	<b>2,019,214</b>	<b>2,195,334</b>
<b>Total 6000 · Capital Outlay</b>			
<b>TOTAL EXPENSES</b>	<b>6,300,265</b>	<b>6,473,468</b>	<b>6,883,823</b>
<b>NET REVENUE</b>	<b>367,844</b>	<b>642,489</b>	<b>1,041,199</b>
<b>Add back capital outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Net Revenue GAAP</b>	<b>367,844</b>	<b>642,489</b>	<b>1,041,199</b>
<b>Beginning of Year Fund Balance</b>	<b>698,417</b>	<b>1,066,261</b>	<b>1,708,750</b>
<b>End of Year Fund Balance</b>	<b>1,066,261</b>	<b>1,708,750</b>	<b>2,749,949</b>

Hayward Collegiate	Proposed Budget		
	2022-23	2023-24	2024-25
<b>Revenue:</b>			
<b>Total 8000 · Gnl Purpose Entitlement LCFF</b>	<b>1,877,993</b>	<b>2,334,443</b>	<b>2,775,816</b>
<b>Total 8100 · 8299 Federal Revenue</b>	<b>223,603</b>	<b>281,558</b>	<b>221,702</b>
<b>Total 8300 · 8599 State Revenues</b>	<b>756,672</b>	<b>586,104</b>	<b>664,790</b>
<b>Total 8600 · 8699 Other Local Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total 8800-89 · Donations/Fundraising</b>	<b>125,000</b>	<b>0</b>	<b>0</b>
<b>Total Revenue</b>	<b>2,983,268</b>	<b>3,202,105</b>	<b>3,662,308</b>
<b>Expenses:</b>			
<b>Compensation and Benefits</b>	<b>1,491,717</b>	<b>1,702,958</b>	<b>1,910,810</b>
<b>Total 4000 · 4999 Books &amp; Supplies</b>	<b>253,273</b>	<b>291,892</b>	<b>324,036</b>
<b>Total 5000 · 5999 Services &amp; Other Oper. Exp</b>	<b>1,094,978</b>	<b>1,079,199</b>	<b>1,233,128</b>
<b>Total 6000 · Capital Outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other Outflows</b>	<b>2,678</b>	<b>1,725</b>	<b>757</b>
<b>Total Expenses</b>	<b>2,842,646</b>	<b>3,075,774</b>	<b>3,468,731</b>
<b>NET REVENUE</b>	<b>140,622</b>	<b>126,331</b>	<b>193,577</b>
<b>Add back capital outlay</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Net Revenue GAAP</b>	<b>140,622</b>	<b>126,331</b>	<b>193,577</b>
<b>Beginning of Year Fund Balance</b>	<b>1,548,290</b>	<b>1,688,912</b>	<b>1,815,243</b>
<b>End of Year Fund Balance</b>	<b>1,688,912</b>	<b>1,815,243</b>	<b>2,008,820</b>

<b>Navigator Schools - 2022-23 Preliminary Budget</b>					
<b>GPS</b>					
	<b>June 7, 2022</b>	<b>May 10, 2022</b>	<b>Feb 28, 2022</b>	<b>Difference from</b>	
	<b>Proposed Budget</b>	<b>Prelim Budget 2</b>	<b>Prelim Budget 1</b>	<b>Budget 2</b>	<b>Notes</b>
	<b>2022-23</b>	<b>2022-23</b>	<b>2022-23</b>	<b>to Proposed Budget</b>	
<i>Enrollment Projection</i>	540	540	540	0	
<b>REVENUE:</b>					
LCFF Revenue	5,270,870	5,431,034	5,321,402	-160,164	New FCMAT calculation ran using P-2 data
Federal Revenue	928,541	928,541	928,541	0	
Other State Revenue	930,060	488,215	488,215	441,845	Added Community Schools Partnership grant and 1time state funding @50%
Donations & Grants	7,500	7,500	7,500	0	
Other Revenue	23,878	23,878	49,304	0	
CMO Management Fees	0	0	0	0	
<b>REVENUE</b>	<b>7,160,849</b>	<b>6,879,168</b>	<b>6,794,962</b>	<b>281,681</b>	
<b>EXPENDITURES:</b>					
Salaries	4,074,511	3,849,646	3,785,471	224,865	Actual salary totals, including open positions that need to be filled and salaries for the Community Schools Partnership grant
Benefits & Taxes	1,024,631	962,841	935,609	61,790	Benefits increase with the salary increase
Books & Supplies	410,846	400,846	355,386	10,000	
Services & Other Operating Expen	721,207	721,012	670,313	195	
CMO Management Fees	737,922	760,345	744,996	-22,423	14% of lowered LCFF revenue
Capital Outlay	0	0	0	0	
<b>EXPENDITURES</b>	<b>6,969,117</b>	<b>6,694,689</b>	<b>6,491,775</b>	<b>274,428</b>	
				0	
<b>REVENUE LESS EXPENDITURES</b>	<b>191,732</b>	<b>184,479</b>	<b>303,187</b>	<b>7,253</b>	

Navigator Schools - 2022-23 Preliminary Budget					
<b>HPS</b>					
	<b>June 7, 2022</b>	<b>May 10, 2022</b>	<b>Feb 28, 2022</b>	<b>Difference from</b>	
	<b>Proposed Budget</b>	<b>Prelim Budget 2</b>	<b>Prelim Budget 1</b>	<b>Budget 2</b>	<b>Notes</b>
	<b>2022-23</b>	<b>2022-23</b>	<b>2022-23</b>	<b>to Proposed Budget</b>	
<i>Enrollment Projection</i>	540	540	540	0	
<b>REVENUE:</b>					
LCFF Revenue	5,435,644	5,439,539	5,212,243	-3,895	New FCMAT calculation ran using P-2 data
Federal Revenue	942,947	926,091	926,091	16,856	
Other State Revenue	913,670	471,780	471,780	441,890	Added Community Schools Partnership grant and 1time state funding @50%
Donations & Grants	7,500	7,500	7,500	0	
Other Revenue	20,000	20,000	20,000	0	
CMO Management Fees				0	
<b>REVENUE</b>	<b>7,319,761</b>	<b>6,864,910</b>	<b>6,637,614</b>	<b>454,851</b>	
<b>EXPENDITURES:</b>					
Salaries	4,110,215	3,822,726	3,852,319	287,489	Actual salary totals, including open positions that need to be filled and salaries for the Community Schools Partnership grant
Benefits & Taxes	1,017,720	965,974	907,364	51,746	Benefits increase with the salary increase
Books & Supplies	276,055	269,115	224,985	6,940	
Services & Other Operating Expense	922,450	917,566	844,169	4,884	
CMO Management Fees	760,990	761,535	729,714	-545	14% of new LCFF revenue
Capital Outlay	0	0	0	0	
<b>EXPENDITURES</b>	<b>7,087,430</b>	<b>6,736,917</b>	<b>6,558,551</b>	<b>350,513</b>	
<b>REVENUE LESS EXPENDITURES</b>	<b>232,331</b>	<b>127,993</b>	<b>79,063</b>	<b>48,930</b>	

Navigator Schools - 2022-23 Preliminary Budget					
<b>WPS</b>					
	<b>June 7, 2022</b>	<b>May 10, 2022</b>	<b>Feb 28, 2022</b>	<b>Difference from</b>	
	<b>Proposed Budget</b>	<b>Prelim Budget 2</b>	<b>Prelim Budget 1</b>	<b>Budget 2</b>	<b>Notes</b>
	<b>2022-23</b>	<b>2022-23</b>	<b>2022-23</b>	<b>to Proposed Budget</b>	
<i>Enrollment Projection</i>	410	385	385	25	Added an additional TK class
<b>REVENUE:</b>					
LCFF Revenue	4,708,888	4,482,223	4,418,002	226,665	New FCMAT Calculation using P-2 data and adding a second TK class
Federal Revenue	792,944	792,944	518,992	0	
Other State Revenue	1,108,977	748,977	688,198	360,000	Added Community Schools Partnership grant and 1time state funding @50%
Donations & Grants	50,000	50,000	57,700	0	
Other Revenue	7,300	7,300	18,700	0	
CMO Management Fees				0	
<b>REVENUE</b>	<b>6,668,109</b>	<b>6,081,444</b>	<b>5,701,592</b>	<b>586,665</b>	
<b>EXPENDITURES:</b>					
Salaries	3,137,887	2,939,358	2,797,893	198,529	Actual salary totals, including open positions that need to be filled and salaries for the Community Schools Partnership grant
Benefits & Taxes	844,909	800,669	771,070	44,240	Benefits increase with the salary increase
Books & Supplies	496,750	487,750	253,700	9,000	
Services & Other Operating Expense	1,161,475	1,149,208	1,092,361	12,267	Added instructional consultants per Instructional Partners grant
CMO Management Fees	659,244	627,511	618,520	31,733	14% of new LCFF revenue
Capital Outlay	0	0	0	0	
<b>EXPENDITURES</b>	<b>6,300,265</b>	<b>6,004,496</b>	<b>5,533,544</b>	<b>295,769</b>	
				0	
<b>REVENUE LESS EXPENDITURES</b>	<b>367,844</b>	<b>76,948</b>	<b>168,048</b>	<b>290,896</b>	

<b>Navigator Schools - 2022-23 Preliminary Budget</b>					
<b>CMO</b>					
	<b>June 7, 2022</b>	<b>May 10, 2022</b>	<b>Feb 28, 2022</b>	<b>Difference from</b>	
	<b>Proposed Budget</b>	<b>Prelim Budget 2</b>	<b>Prelim Budget 1</b>	<b>Budget 2</b>	<b>Notes</b>
	<b>2022-23</b>	<b>2022-23</b>	<b>2022-23</b>	<b>to Proposed Budget</b>	
<i>Enrollment Projection</i>					
<b>REVENUE:</b>					
LCFF Revenue	0	0	0	0	
Federal Revenue	0	0	0	0	
Other State Revenue	0	0	0	0	
Donations & Grants	750,000	750,000	350,000	0	
Other Revenue	27,000	27,000	27,000	0	
CMO Management Fees	2,421,075	2,149,391	2,093,231	271,684	14% of LCFF revenue from FCMAT Calculations and the addition of HC 14% LCFF
<b>REVENUE</b>	<b>3,198,075</b>	<b>2,926,391</b>	<b>2,470,231</b>	<b>271,684</b>	
<b>EXPENDITURES:</b>					
Salaries	2,278,906	2,000,146	1,516,881	278,760	Added 1.75 additional positions: .75 Director of Strategy and 1 Curriculum Coordinator from HC
Benefits & Taxes	577,749	533,540	460,092	44,209	Benefits increase with the salary increase
Books & Supplies	38,400	38,400	78,400	0	
Services & Other Operating Expenses	488,965	476,465	387,417	12,500	Added 50% financial consulting for HC merger
CMO Management Fees	0	0	0	0	
Capital Outlay	0	0	0	0	
<b>EXPENDITURES</b>	<b>3,384,020</b>	<b>3,048,551</b>	<b>2,442,790</b>	<b>335,469</b>	
				0	
<b>REVENUE LESS EXPENDITURES</b>	<b>-185,945</b>	<b>-122,160</b>	<b>27,441</b>	<b>-63,785</b>	

# Coversheet

## California State Teachers Retirement System Agreements

**Section:** II. Finance Committee  
**Item:** F. California State Teachers Retirement System Agreements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022-23 CalSTRS Agreements.pdf



Date: June 7, 2022

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: 2022-23 Santa Clara County Office of Education (SCCOE) CalSTRS Agreement  
2022-23 Santa Cruz County Office of Education CalSTRS Agreement

**Recommendation**

It is recommended that the Board approve the Direct Funded Charter School Retirement Reporting Agreements for Fiscal Year 2022-23.

**Background**

These agreements and the associated fees are required for all Direct Funded Charter Schools who offer retirement benefits to their employees through the California Teachers Retirement System (CalSTRS) and use the services of the Santa Clara County Office of Education (SCCOE) and/or Santa Cruz County Office of Education to process monthly CalSTRS retirement reports. These agreements between Santa Clara County Office of Education and Santa Cruz County Office of Education and Navigator Schools are yearly requirements.

**Summary**

Staff recommends the Board to approve the Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2022-23..





**Memorandum of Understanding  
between  
Santa Clara County Office of Education  
and**

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*This Memorandum of Understanding (MOU), hereinafter referred to as the “Agreement”, is between the Santa Clara County Office of Education (SCCOE) and \_\_\_\_\_ (the “Agency”). SCCOE and the Agency can each be referred to as the “Party” or collectively as the “Parties” for the purpose of this Agreement.*

**1. Overview**

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers’ Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein.

**2. Goals**

- Improve access to inclusive, equitable, high-quality education.
- Provide quality support to districts, schools, students, and communities.
- Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers’ Retirement System (CalSTRS) reporting.

**3. Responsibilities**

**3.1. The Agency Responsibilities:**

- The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
- The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
- The Charter shall maintain all payroll records for its employees and furnish the SCCOE a copy upon request.
- The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to reporting and processing of retirement information.
- The Charter shall submit to the SCCOE the full amount of the retirement contributions that includes both the employer and employee amounts within two business days after the close of each payroll.

**3.2. The SCCOE Responsibilities:**

- The SCCOE agrees to process CalSTRS reporting for the Charter.
- The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.



- The SCCOE will notify the Charter of retirement reporting exceptions and recommend possible resolutions.
- The Charter staff may participate in all workshops offered to school districts (within Santa Clara County) for ongoing training and attend other informational meetings related to CalSTRS retirement plans.
- The SCCOE will assist the Charter payroll representative in preparing appropriate entries for past reporting periods that were not processed prior to the effective date of this agreement.

**3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:**

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**4. Duration of Agreement**

This Agreement begins on \_\_\_\_\_ and must be renewed each fiscal year beginning July 1 and ending June 30.

**5. Articulation of Monies/Compensation**

- The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
  - \$2,500 per year to be paid upon signing and submission of this Agreement (On or before July 1 of every year).
  - A processing fee of \$175 for each submitted retirement data file that is not acceptable and must be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
  - An accumulated late fee of \$25 per day for a contribution remittance received after the due date.
  - An accumulated late fee of \$25 per day for a file submission received after the due date
- The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

**6. Other Terms**

**6.1. Entire Agreement:** This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

**6.2. Amendments:** This Agreement may only be amended by a written instrument signed by the Parties.

**6.3. Severability:** Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

**6.4. Third-Party Beneficiaries:** This Agreement does not, and is not intended to, confer any rights or





remedies upon any person or entity other than the Parties.

- 6.5. Assignment:** No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.
- 6.6. Use of SCCOE Name and Logo for Commercial Purposes:** Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.
- 6.7. Governing Law, Venue:** This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

## 7. Insurance/Hold Harmless

- 9.1 Insurance:** The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.
- 9.2 Indemnification:** Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

## 8. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

## 9. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by applying an electronic signature using technology approved by SCCOE.

**Authorized Signatures:** continued on the next page



**SCCOE:**

**Agency Name:**

By: \_\_\_\_\_  
Signature of Authorized SCCOE Official

By: \_\_\_\_\_  
Signature of Authorized Agency Official

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Approved by the Charter Governing Board on:

Date: \_\_\_\_\_

***For Contracts Office/Risk Management use only:***

RM#: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



**SANTA CRUZ**  
COUNTY OFFICE OF  
**EDUCATION**  
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

**BOARD OF EDUCATION**

Mr. Ed Acosta  
Ms. Alyssa Alto  
Ms. Rose Filicetti  
Ms. Sandra Nichols  
Ms. Sue Roth  
Mr. Abel Sanchez  
Mr. Bruce Van Allen

Dr. Faris Sabbah, Superintendent · 400 Encinal Street, Santa Cruz, CA 95060 · Tel (831) 466-5600 · Fax (831) 466-5607 · [www.santacruzcoe.org](http://www.santacruzcoe.org)

Date: August 21, 2021

To: Watsonville Prep Charter/Navigator School – Kevin Sved, Chief Executive Officer

From: Liann Reyes , Deputy Superintendent of Business Services 

Re: Direct Funded Charter School Retirement Reporting Agreement  
for Fiscal Year 2021/2022

The purpose of this memo is to provide all Direct Funded Charter Schools with the submission and payment instructions regarding the attached agreement for Charter School Retirement Reporting Services. Please sign the agreement and send it back via Hellosign. Please mail the annual fees of \$3,000.00 for fiscal year 2021/2022 within 30 days of the date of this memo to:

**Santa Cruz County Office of Education**  
**Attn: Retirement/Payroll Manager**  
**400 Encinal Street**  
**Santa Cruz, CA 95060**

The agreement and the fees are required for all Direct Funded Charter Schools who offer retirement benefits to their employees through the California State Teachers Retirement System (CalSTRS) and use the services of the SCCOE to process monthly CalSTRS retirement reports.

To participate in the CalSTRS retirement programs, charter schools must meet the following criteria:

- Be recognized as a public charter school by the California Department of Education
- Elect to participate in CalSTRS and enroll eligible employees as CalSTRS members
- Provide documentation to CalSTRS via a School District or County Office of Education. In accordance with Education Code 47611.3, the School District or County Office of Education may charge the Charter School for the cost of providing reporting services.

If a charter school elects to participate in CalSTRS, the charter school is required to inform all applicants for positions within the charter school of the retirement system options offered to the employees of the Charter school. If a charter school chooses to make the CalSTRS Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under that plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teacher's Retirement Law shall apply (Education Code 47611)



**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
**AGREEMENT FOR CHARTER SCHOOL RETIREMENT REPORTING SERVICES**

This agreement is entered into on July 1 2021; by and between the Santa Cruz County Office of Education (SCCOE) and Watsonville Prep Charter/Navigator School.

The SCCOE is required to submit to California State Teachers Retirement System (CalSTRS), a uniform retirement data file for all School Districts and Charters within the County.

The Charter School has determined that there is a need to enter into this Agreement with the SCCOE for the services described herein:

It is mutually agreed by the parties as follows:

Services to be provided by the SCCOE

1. The SCCOE agrees to process CalSTRS reporting for the Charter.
2. The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.
3. The SCCOE will notify the Charter of retirement exceptions and recommendations of possible resolutions.
4. The Charter staff may participate in all workshops offered to School Districts (within Santa Cruz County) for ongoing training and other informational meetings related to CalSTRS retirement. CalSTRS offers a monthly CalSTRS Charter Schools Webinar; Santa Cruz County recommends that Direct Funded Charters attend the webinars.
5. The SCCOE will assist the Charter payroll representative in preparing appropriate entries to correct past reporting periods when necessary.

Responsibilities of the Charter (see attached for payroll/retirement details)

1. The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
2. The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
3. The Charter shall maintain all payroll records for its employees and make them available for audit; the Charter shall furnish the SCCOE a copy upon request.
4. The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to regular reporting and processing of retirement information. If the contact person changes during the agreement the Charter must provide SCCOE with the new contact person's name and contact information.
5. The Charter shall submit to the SCCOE the full amount of the retirement contributions that include both the employer and employee amounts within two business days after the close of each month.

SCCOE's Fee and Payment Thereof

1. The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
  - \$3,000.00 per year to be paid upon signing and submission of this Agreement.
  - A fee of \$350.00 for each day the funds are not submitted by the second working day after the end of each month. These fees shall be assessed monthly and are payable upon demand.
2. The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter. SCCOE will invoice the Charter for CalSTRS Penalty and Interest Charges annually.

Duration of Agreement

The Agreement begins on 7/1/2021 and is automatically renewed each fiscal year beginning July 1 and ending June 30, unless notified by the SCCOE of a change in the Agreement or by the Charter with 60 days notice.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers.

**SANTA CRUZ COUNTY OFFICE OF EDUCATION  
DISTRICT BUSINESS SERVICES**

**WATSONVILLE PREP CHARTER/NAVIGATOR SCHOOL**

Signature:  \_\_\_\_\_

Signature: \_\_\_\_\_

Name: **Liann Reyes**

Name: \_\_\_\_\_

Title: **Deputy Superintendent of  
Business Services**

Title: \_\_\_\_\_

Approved by the Charter Governing Board on

\_\_\_\_\_

**Date**

**Authorized Person for Submission of Retirement Files to the STRS Connect Portal:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Phone: \_\_\_\_\_

# Coversheet

## Governance Committee Report

**Section:** III. Governance Committee  
**Item:** A. Governance Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Gov Com Minutes 2022\_06\_10.pdf



DRAFT



## Navigator Schools

# Minutes

## Governance Committee

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### Date and Time

Friday June 10, 2022 at 1:00 PM

### Location

Zoom

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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 [via e-mail](#) to Sean Martin, Executive Assistant to the CEO.

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### Committee Members Present

I. Connell (remote), J. Flaherty (remote), N. Crivello (remote)

### Committee Members Absent

*None*

### Guests Present

K. Sved (remote), S. Martin (remote)

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## 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 Friday Jun 10, 2022 at 1:03 PM.

### C.

### **Approval of Minutes from Previous Committee Meeting**

I. Connell made a motion to approve the minutes from Governance Committee on 05-09-22.

N. Crivello seconded the motion.

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

#### **Roll Call**

I. Connell Aye

N. Crivello Aye

J. Flaherty Aye

## **II. Topical Items**

### **A. Parent Representatives**

K. Sved provided overviews of the parent representative candidates. Members reviewed candidate interviews that occurred on Thursday, June 9, 2022.

### **B. Review of Current Board Member Terms**

Members discussed board composition, officer roles, board expansion, and timelines relating to board terms.

### **C. Board Officers 2022-23**

The committee considered planning, board composition, and next steps pertaining to designating board roles for the 2022-23 fiscal year.

### **D. Proposed Board Meeting Schedule 2022-23**

K. Sved provided an introduction to the proposed schedule. Members expressed support for the dates, times, duration, and cadence of meetings.

## **III. Closing Items**

### **A. Adjourn Meeting**

J. Flaherty made a motion to adjourn.

I. Connell seconded the motion.

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

#### **Roll Call**

N. Crivello Aye

J. Flaherty Aye

I. Connell Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:03 PM.

Respectfully Submitted,

S. Martin

# Coversheet

## Election of Board Member JP Anderson

**Section:** III. Governance Committee  
**Item:** B. Election of Board Member JP Anderson  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BR 2022\_14 Elect JP Anderson.pdf

## BOARD RESOLUTION BR 2022-14

*June 14, 2022*

### ELECTION OF J.P. ANDERSON TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding a vote to approve the election of J.P. Anderson to the Board:

WHEREAS Navigator Schools will seek to ensure that Board members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy,

WHEREAS each director shall hold office for two (2) years and until a successor director has been designated and qualified,

WHEREAS the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms,

WHEREAS the full Board will vote to approve members by majority vote,

RESOLVED, the Navigator Schools Board by majority vote approves the election of J.P. Anderson to the Navigator Schools Board for a new term, beginning July 1, 2022, and ending Friday, June 30, 2024.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting on June 14, 2022, held remotely via Zoom 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 Secretary**

\_\_\_\_\_  
**Date**

Nora Crivello  
Board Secretary  
Navigator Schools, a California Nonprofit Public Benefit Corporation

# Coversheet

## Election of New Board Member Claire Grissom

**Section:** III. Governance Committee  
**Item:** C. Election of New Board Member Claire Grissom  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BR 2022\_16 Elect C. Grissom.pdf

## BOARD RESOLUTION BR 2022-16

*June 14, 2022*

### ELECTION OF CLAIRE GRISSOM TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding a vote to approve the election of Claire Grissom to the Board:

WHEREAS Navigator Schools will seek to ensure that Board members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy,

WHEREAS the Board shall include representatives and members of the community, including one (1) parent representative from Gilroy Prep School and one (1) parent representative from Hollister Prep School,

WHEREAS the Hollister Prep School Site Council approved Claire Grissom as a qualified parent representative during its regular meeting on May 25, 2022,

WHEREAS each director shall hold office for two (2) years and until a successor director has been designated and qualified,

WHEREAS the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms,

WHEREAS the full Board will vote to approve new members by majority vote,

RESOLVED, the Navigator Schools Board by majority vote approves the election of Claire Grissom to the Navigator Schools Board for a first term, beginning July 1, 2022, and ending Friday, June 30, 2024.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting on June 14, 2022, held remotely via Zoom 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 Secretary**

\_\_\_\_\_  
**Date**

Nora Crivello  
Board Secretary  
Navigator Schools, a California Nonprofit Public Benefit Corporation

# Coversheet

## Election of New Board Member Alfred Morikang

**Section:** III. Governance Committee  
**Item:** D. Election of New Board Member Alfred Morikang  
**Purpose:**  
**Submitted by:**  
**Related Material:** BR 2022\_17 Elect A. Morikang.pdf

## BOARD RESOLUTION BR 2022-17

*June 14, 2022*

### ELECTION OF ALFRED MORIKANG TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding a vote to approve the election of Alfred Morikang to the Board:

WHEREAS Navigator Schools will seek to ensure that Board members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy,

WHEREAS the Board shall include representatives and members of the community, including one (1) parent representative from Gilroy Prep School and one (1) parent representative from Hollister Prep School,

WHEREAS the Gilroy Prep School Site Council approved Alfred Morikang as a qualified parent representative during its regular meeting on May 23, 2022,

WHEREAS each director shall hold office for two (2) years and until a successor director has been designated and qualified,

WHEREAS the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms,

WHEREAS the full Board will vote to approve new members by majority vote,

RESOLVED, the Navigator Schools Board by majority vote approves the election of Alfred Morikang to the Navigator Schools Board for a first term, beginning July 1, 2022, and ending Friday, June 30, 2024.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting on June 14, 2022, held remotely via Zoom 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 Secretary**

\_\_\_\_\_  
**Date**

Nora Crivello  
Board Secretary  
Navigator Schools, a California Nonprofit Public Benefit Corporation



# Coversheet

## Board Meeting Calendar (2022-23)

**Section:** III. Governance Committee  
**Item:** E. Board Meeting Calendar (2022-23)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Schedule 2022-2023 Draft.pdf

**2022-23 NS Board Meeting Schedule (Proposed)**

<i>Date/Time</i>	<i>Activity/Agenda Items</i>
<u>July 12*</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul> <p><i>*An additional meeting may be scheduled in July (if necessary).</i></p>
<u>August 9</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul>
<u>August 30</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● School opening news</li> <li>● Board goals</li> <li>● Spring 2022 SBAC scores</li> </ul>
<u>September 27</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul>
<u>October 25</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● Facilities: Prop 39 requests (Due to Districts Nov. 1)</li> <li>● Unaudited actuals as of June 30, 2021</li> </ul>
<u>November 15</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul>
<u>December 13</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● 2020-21 audit approval</li> <li>● Strategic planning and 2022-23 priorities</li> </ul>
<u>January 10</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> <li>● School Accountability Report Card (Due Feb 1)</li> </ul>
<u>February 7</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● Facilities: Prop. 39 Responses (due to districts Mar. 1)</li> <li>● Preliminary 2023-24 budget presentation, salary authorizations</li> </ul>
<u>March 7</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul>
<u>April 4</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● 2023-24 school calendar approval</li> <li>● LCAP and 2023-24 preliminary budget update</li> </ul>
<u>May 2 &amp; May 23</u> 4:30 - 5:00 (30 mins.)	<ul style="list-style-type: none"> <li>● AB 361 (as needed)</li> <li>● Priority updates / Actions (as needed)</li> </ul>
<u>June 20</u> 6:00 - 8:30 (150 mins.)	<ul style="list-style-type: none"> <li>● Election of officers</li> <li>● LCAP approval and 2023-24 budget approval</li> </ul>

# Coversheet

## Academic Committee Report

**Section:** IV. Academic Success Committee  
**Item:** A. Academic Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ASC Minutes 2022\_05\_03.pdf  
Graduate Aims 2022\_06.pdf

DRAFT



## Navigator Schools

# Minutes

## Academic Success Committee

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### Date and Time

Monday May 23, 2022 at 4:00 PM

### Location

Zoom

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

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### Committee Members Present

C. Daggs (remote), I. Connell (remote), J. Anderson (remote), S. Hegde (remote)

### Committee Members Absent

*None*

### Committee Members who left before the meeting adjourned

I. Connell

### Guests Present

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

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## 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 Monday May 23, 2022 at 4:03 PM.

### C.

**Approve Minutes from Prior Meeting**

C. Daggs made a motion to approve the minutes from Academic Success Committee on 04-18-22.

J. Anderson seconded the motion.

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

**Roll Call**

J. Anderson Aye

I. Connell Aye

C. Daggs Aye

S. Hegde Aye

**II. Academic Topics**

**A. Middle School Squads**

J. Dent led a presentation concerning Middle School Squads, including the philosophy and motivations supporting the development and implementation of the model. He reviewed student achievement and the future value of workplace competencies, including leadership, collaboration, and social-emotional skills in team settings. Staff reviewed successful Squads dissemination efforts at AIMS K-12 in Oakland, California, sharing positive feedback from teachers and students. The committee provided insights and suggestions for optimizing the the development of Middle School Squads.

**B. Graduate Aims and Next Year’s Priorities**

C. Toriumi presented an overview of the Graduate Aims, including a brief history of their development at Navigator Schools. Staff elicited insights and recommendations from board members with the aim of strengthening and sustaining the alignment of Graduate Aims to organizational mission, culture, and practice. Members discussed potential high school experiences for students, methods of supporting alumni success through college, the importance of repeated reinforcement of the Aims through language, challenges to sustaining Aims in relation to staff turnover, rubrics of Aims mastery (and related backwards planning for student activities), and the potential incorporation of Aims into the staff evaluation process.

**III. Closing Items**

**A. Schedule Next Meeting**

Members expressed support for continuing to schedule meetings on Mondays from 4:00 PM to 5:00 PM. They were also in favor of scheduling committee meeting approximately two weeks prior to regularly scheduled board meetings. Staff will develop a meeting calendar for the 2022-23 school year.

I. Connell left.

**B. Adjourn Meeting**

S. Hegde made a motion to adjourn.

J. Anderson seconded the motion.

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

**Roll Call**

I. Connell Absent

**Roll Call**

C. Daggs Aye

J. Anderson Aye

S. Hegde Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:53 PM.

Respectfully Submitted,  
S. Martin

# 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.



# Coversheet

## Transitional Kindergarten Planning Grant

**Section:** V. Topical Items, Part 1  
**Item:** A. Transitional Kindergarten Planning Grant  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** TK Planning Grant Memo and Plan.pdf





Date: June 14, 2022  
To: Board of Directors of Navigator Schools  
From: Kevin Sved, CEO  
Subject: PreKindergarten Planning and Implementation Grant

### **Summary**

The California Department of Education (CDE) allocated Prekindergarten Planning and Implementation Grants to support planning efforts associated with the expansion of transitional kindergarten (TK) and California State Preschool Program (CCSP). Funding has been allocated as follows: Gilroy Prep, \$59,625; Hollister Prep, \$60,067; Watsonville Prep, \$61,865; and Hayward Collegiate, \$58,245. The funds must be expended by June 30, 2025. The plan for expansion must be provided to the governing body before June 30, 2022 as a condition to receive the funds.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK. As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]).

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

The Prekindergarten Planning and Implementation Grant Program plan for Gilroy Prep, Hollister Prep, Watsonville Prep, and Hayward Collegiate is attached. The full CDE planning template can be found [here](#). Please let me know if you have any questions.



# Universal Prekindergarten Planning and Implementation Grant Program Plan

Local Educational Agencies:

Gilroy Prep School

Hollister Prep School

Watsonville Prep School

Hayward Collegiate

June 14, 2022

### **Universal Prekindergarten Planning and Implementation Grant Program Background**

The California Department of Education (CDE) allocated Prekindergarten Planning and Implementation Grants to support planning efforts associated with the expansion of transitional kindergarten (TK) and California State Preschool Program (CCSP). Funding has been allocated as follows: Gilroy Prep, \$59,625; Hollister Prep, \$60,067; Watsonville Prep, \$61,865; and Hayward Collegiate, \$58,245. The funds must be expended by June 30, 2025. The plan for expansion must be provided to the governing body before June 30, 2022 as a condition to receive the funds.

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Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies. As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]).

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

### **History of Transitional Kindergarten in Navigator Schools and Universal Transitional Kindergarten**

Beginning in 2014-15, children had to attain five years of age on or before September 1 to start kindergarten that school year. This was a change from the previous requirement that allowed children to enter kindergarten if they had their fifth birthday prior December 2. Concurrent with the changes in kindergarten age, the State of California began a TK program, which the California Department of Education describes as follows: "TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate."

Most TK programs in California have prioritized students who are born between September 2 and December 2 because the regulations were designed to prioritize those students who would have, under the earlier kindergarten age requirements, been in kindergarten and were no longer eligible. The mechanism the state utilized to prioritize this group of students was to allocate average daily apportionment only to students who turned five between September 2 and December 2, or once the child turned five years of age. For example, a four-year-old student who turns five on December 1, could

start a TK program on the first day of school in mid-August and the school would receive full funding for every day of that student's attendance from the beginning of the year. However, if a student turned five on December 2, then a school wouldn't be eligible for apportionment funding until the child turned five years of age.

When Watsonville Prep School launched its first year of TK in August 2021, enrollment was prioritized for children who turned five from September 1 to December 1. There were still openings available and in order to serve more students and to have a larger group of students receiving a high-quality TK program prior to their first year of K, we filled the class with children who were not yet eligible for attendance apportionment funding. The largest expense was the staffing cost, so serving more students even without receiving full funding was basically cost neutral.

With the expansion of universal TK, the state is extending funding by two additional months for the next several years. In 2022-23 schools will receive full funding for children who turn five on or before February 1. In 2023-24 it will be by April 1 and in 2024-25 it will be by June 1. In 2025-26 TK will exist for all four-year-old children in California. TK expansion is a component of a larger statewide initiative referred to as [Universal Prekindergarten](#) which includes expansion of state preschool programs.

#### TK at Watsonville Prep School

TK students at Watsonville Prep School (WPS) have thrived. On average, WPS TK students score better on early reading skills like sound and letter recognition than WPS students entering kinderarten., Furthermore, the development of social skills is also significant and measured closely by our TK staff through the use of [Desired Results Development Profile](#) assessments. We look forward to comparing the academic and behavioral outcomes of students who have benefited from Navi TK to those who did not participate in Navi TK to determine the extent of the advantages of our investment in these early grades. Based on current evidence, TK participation is clearly a great benefit.

#### Expanding TK at WPS

Since the WPS facility was designed for TK-8 and will only serve TK-5 in 2022-23, there is extra classroom space in which we can operate a second TK class for 2022-23, 2023-24, and 2024-25, as we will not reach 8th grade until the 2025-26 school year. Andi Hernandez, Principal of WPS, requested that we consider utilizing the extra classroom space to operate an additional TK class beginning in 2022-23. This request was based on parent and staff input. From an enrollment and budget perspective, the first TK is full for 2022-23, with 13 students on the waitlist, showing the demand for the program.

The main challenge is thinking ahead to the 2025-26 school year when our existing space will likely be unable to accommodate a second TK class. In the best-case scenario, we will be able to find a way to add an additional classroom in part of the downstairs area that is not yet programmed by the landlord. We might also be able to allocate space freed by implementing rotating schedules in middle school. In the worst-case scenario, we would have to downsize to a single TK class in 2025-26. A key focus of the planning period will be to solve for the space challenges at Watsonville Prep School.

#### Adding TK at Gilroy Prep School and Hollister Prep School

Navigator staff members have initiated conversations with Gilroy Unified School District and Hollister School District about the desire to add TK at Gilroy Prep School (GPS) and Hollister Prep School (HPS). Currently, the charters for Gilroy Prep and Hollister Prep do not reference TK. It is not clear if the school districts will require a material revision to add TK. According to Education Code, 48000 2(d): For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten

program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Based on this, we believe that a material revision is not required to serve TK. The local authorizer might claim that a material revision is required based on the increased enrollment of TK students. Expanding to two TK classrooms of 24 students at both Gilroy Prep and Hollister Prep would add 48 students at each site. The current charters refer to K-8 enrollment of 540. By adding 48 TK students beyond the 540 referenced in the charter, we would only increase projected enrollment by 8.9%. Currently, there is no stated agreement with either Gilroy Unified School District (GUSD) or Hollister School District (HSD) that requires the charter to get a material revision if the enrollment changes by a certain percentage. In the case of Watsonville Prep —authorized by the State Board of Education — enrollment changes that exceed 25% of the total projected in the charter require a material revision.

Assuming that the charters allow for TK or that GUSD and HSD approve the required material revisions (if any), another barrier to overcome are the facility limitations. We are pursuing funding through the Charter School Facilities Program as one pathway to address this challenge. A key focus of the planning period will be to solve for the space challenges at Gilroy Prep School and Hollister Prep School.

#### Serving TK Students at Hayward Collegiate

Hayward Collegiate’s charter includes TK. Hayward Collegiate (HC) has included TK students in a class with kindergarten students in the past. Moving forward, due to new restrictions on class size for TK, HC does not plan to offer TK in 2022-23 until new facility solutions for providing a separate TK class are determined.

#### **Planning for Universal Prekindergarten at GPS, HPS, WPS and Hayward Collegiate (HC)**

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the After-School Education and Safety Program, the California State Preschool Program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Navigator Schools will work with parents, staff, and community partners to articulate the access points for families in the school’s attendance area for such services. Additionally, the plan will address all of the required elements for the Prekindergarten Planning and Implementation Grant Program. These required elements can be found [here](#) and are also included below.

GPS, HPS, WPS and HC Prekindergarten Planning and Implementation Grant Program plans will address the following requirements across several focus areas, with current plans listed below the questions in italics.

#### Focus Area A: Vision and Coherence

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
  - a. TK offered at all sites
  - b. TK offered at some sites

- c. TK stand-alone classes
- d. TK and kindergarten combination classes
- e. CSPP and TK combination classes (CSPP funding and ADA funding)
- f. Locally-funded preschool and TK combination classes
- g. CSPP stand-alone classes
- h. Head Start stand-alone classes
- i. Other [describe, open response]

*Currently, Navigator Schools is planning for (c.) TK stand-alone classes offered at (c.) all sites.*

- 2. Does the LEA plan to implement full-day TK, part-day TK, or both?

*Currently, Navigator Schools is planning for full-day TK that aligns with the Kindergarten schedule at all sites.*

- 3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

*Navigator Schools plans to replicate and expand the successful TK implementation at Watsonville Prep School (WPS) to the other schools in the charter network.*

- 4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
  - a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23
  - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
  - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
  - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
  - f. No - the LEA plans to relinquish or reduce CSPP services in future years

*Currently, Navigator Schools and the related LEAs (GPS, HPS, WPS, and HC) have (e.) no plans to begin or expand a CSPP contract in future years.*

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

*Question 5 is not applicable.*

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe

*Yes, for the TK program at Watsonville Prep School.*

- b. 2023–24 (Birthdays April 3 or after) [select one]
  - i. Yes
  - ii. No
  - iii. Maybe

*Yes, for the TK program at Watsonville Prep School, as well as any other Navigator sites offering TK in 2023-24.*

- c. 2024–25 (Birthdays June 3 or after) [select one]
  - i. Yes

- ii. No
- iii. Maybe

*Yes, for the TK program at Watsonville Prep School, as well as any other Navigator sites offering TK in 2024-25*

Focus Area B: Community Engagement and Partnerships

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings
  - n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. Head Start Policy Council meetings
  - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])



- r. Other [describe, open response]

*At this time, Navigator collected (b.) surveys from parents and (r.) staff. Since we are early in the planning process, many additional opportunities for input and collaboration will be implemented, including integrating the planning process associated with the Community Schools Partnership Program planning grant at GPS, HPS, and WPS.*

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
  - a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
  - h. Other CBO preschool
  - i. State subsidized child care (not including CSPP)
  - j. Other [describe, open response]

*Currently, the plan is to offer (a.) expanded learning opportunities on each LEA site.*

**Focus Area C: Workforce Recruitment and Professional Learning**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Tea>)

[cher-Cred-Prog](#)) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

- c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- i. Apply for workforce development funding and competitive grant opportunities from the CDE
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- k. Provide advising on credential requirements and options for how to meet these requirements
- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- o. Other [describe, open response]
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

*At this time, Navigator Schools is focused on option (a.) but is continuing to explore all options listed to ensure a highly trained and appropriately qualified TK staff.*

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response]
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

*At this time, Navigator Schools is focused on option (a.) but is continuing to explore all options listed to ensure a highly trained and appropriately qualified TK staff.*

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

- b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- c. Provide information on scholarship and grant opportunities
- d. Apply for workforce development funding and grant opportunities
- e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- h. Offer unit-bearing coursework at a local district site during times that work for teachers
- i. Other [describe, open response]
- j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

*At this time, Navigator Schools and our related LEAs are (j.) not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit.*

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other [describe, open response]
  - i. The LEA does not plan to offer professional learning on child observational assessments

*At the current time, Watsonville Prep School utilizes (c.) Desired Results Developmental Profile (DRDP). Currently, the plan is to continue this type of assessment for all sites operating TK.*

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
  - a. Effective adult-child interactions
  - b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. ACEs and trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
  - m. Other [describe, open response]
  - n. Site leaders and principals will not be offered professional learning on early childhood education

*Currently, the plan is to provide professional learning support to site leaders and principals in all areas listed above, (a.) through (i.), for all LEA sites operating TK.*

**Focus Area D: Curriculum, Instruction, and Assessment**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

- a. Dual language program with a language allotment<sup>1</sup> of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support
- f. None
- g. Other [describe, open response]

*Currently, the plan is to provide (e.) English-only instruction with home language support for all LEAs and sites operating TK.*

- 2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
  - a. Dual language program with a language allotment<sup>2</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]

---

<sup>1</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

<sup>2</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

*The LEAs do not administer CSPP.*

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
  - a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
  - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

*Currently, the LEAs are focused on utilizing all methods (c.) through (h.) above.*

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
  - a. Implement Universal Design for Learning
  - b. Provide adaptations to instructional materials
  - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction

- f. Other [open response]

*Currently, the LEAs plan to (b.) provide adaptations to instructional materials and (e.) provide additional staff to support participation in instruction.*

- 5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
  - a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS
  - h. Other [describe, open response]
  - i. The LEA does not plan to use a common TK assessment
  - j. Unsure

*Currently, the LEAs utilize (c.) DRDP.*

#### Focus Area E: LEA Facilities, Services, and Operations

- 1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

*Currently, there are no early education programs on any of the campuses of the four LEAs included in this plan.*

- 2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
  - a. Yes
  - b. No



- i. If no, how many more classrooms does the LEA need? [identify number, open response]
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

*The answer for this section is different for the various LEAs. For WPS, there is space available until the 2025-26 school year, when WPS will grow out through 8th grade. WPS will explore alternatives for the second TK class for the 2025-26 school year, including leasing additional space downstairs.*

*For GPS, there is not currently adequate space. However, GPS applied for funding to the Charter School Facilities Program to support the addition of two TK classrooms which could be added in time for the 2024-25 school year. Similarly, there is not adequate space for HPS currently. HPS also applied for funding to the Charter School Facilities Program to support the addition of two TK classrooms which could be added in time for the 2024-25 school year. Hayward Collegiate does not currently have adequate space. The plans are to explore adding facilities at the current Hayward Collegiate campus to allow for one classroom of TK for the 2024-25 school year or earlier.*

3. Does the space meet the kindergarten standards described in *California Code of Regulations, Title 5, Section 14030(h)(2)*? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

*Watsonville Prep and Hayward Collegiate utilize private facilities that do not meet Title 5 requirements and the autonomy afforded charter schools in this regard is important to retain due to the limited facility options available. For Gilroy Prep and Hollister Prep, applications made to the Charter School Facilities Program will be designed and built to Title 5 standards.*

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
  - a. Yes
  - b. No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

*Yes, current TK space at WPs provides necessary accommodations, and the planned spaces for GPS, HPS, and HC will also provide necessary accommodations.*

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

- a. Yes
- b. No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

*No, the Facilities Master Plans for all four LEAs need to be updated to accommodate future TK programming. This will be initiated in the 2022-23 school year as part of the TK planning process with the Navigator Schools Board of Directors approving the plans before June 2023.*

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

- a. Turfed area
- b. Paved area
- c. Apparatus area
- d. Land required for buildings and grounds
- e. Total square feet required
- f. None of the above

*All LEAs plan to update (d.) land for buildings and grounds and (e.) total square feet required.*

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

- a. Transportation to and from the TK program
- b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
- c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

- d. No transportation will be provided

*Currently, there are (d.) no plans to provide transportation.*

- 8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

*Currently, there are no plans to provide transportation to other sites as the extended learning opportunities are being planned to be provided on-site.*

*This is the end of the required questions to be completed as part of the Universal Prekindergarten Planning and Implementation Grant Program. Please contact Kevin Sved at [kevin.sved@navigatorschools.org](mailto:kevin.sved@navigatorschools.org) if you have questions.*

# Coversheet

## Hayward Collegiate Merger Update and Ratification of Exhibits

**Section:** V. Topical Items, Part 1  
**Item:** B. Hayward Collegiate Merger Update and Ratification of Exhibits  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Merger.pdf



Date: June 14, 2022  
To: Board of Directors of Navigator Schools  
From: Kevin Sved, CEO  
Subject: Merger

As you know, on May 10, 2022, Navigator Schools approved the merger with Hayward Collegiate, Inc. On May 19, 2022, Hayward Collegiate, Inc. approved the merger. On June 8, 2022, we submitted notice of the merger to the California Attorney General. What remains to be accomplished is the actual filing of the merger paperwork with the California Secretary of State's Office on or about July 1.

At the time of Navigator School's approval, some of the exhibits to the merger agreements were not included because they had not yet been prepared by Hayward Collegiate. You will be asked today to ratify the exhibits to the merger agreements. The following documents, copies attached, are the exhibits to the Asset and Liability Transfer Agreement which we seek to ratify:

- 1) Exhibit A, Transferred Assets
- 2) Exhibit B, Assumed Liabilities
- 3) Exhibit C, Donor-Imposed Restrictions

I will also be circulating final documents for signature to John and Nora, as Board Chair and Secretary. We will need the original signatures for filing with the California Secretary of State's Office. I will ask Sean to work with John and Nora regarding this issue.

## Exhibit A

**ESP-CA**  
**EdTec Network : Hayward Collegiate, Inc.**  
**Balance Sheet**  
**As of March 31, 2022**

Financial Row	Amount
<b>ASSETS</b>	
Current Assets	
Bank	
9120-HCOL - Cash in Bank - Hayward Collegiate	
9121-0770 - Cash in Bank - HCOL : Fremont Bank checking acct 0770 (main)	\$790,477.95
9121-6921 - Cash in Bank - HCOL : B of A checking 6921	\$657,196.70
9124-7070 - Cash in Bank - HCOL : United Business Bank 7070	\$111,800.00
Total - 9120-HCOL - Cash in Bank - Hayward Collegiate	\$1,559,474.65
Total Bank	\$1,559,474.65
Accounts Receivable	
9200 - Accounts Receivable	
9219 - AR - Special Ed (Fed)	\$11,771.14
9232 - AR - Property Taxes	\$0.34
9233 - AR - Lottery	\$207.12
9239 - AR - Special Education	\$7,217.50
9251 - AR - Gen Purpose prior yr adjustment (Due from District)	\$21,537.00
9260 - AR - Misc	\$4,310.96
Total - 9200 - Accounts Receivable	\$45,044.06
Total Accounts Receivable	\$45,044.06
Total Current Assets	\$1,604,518.71
Total ASSETS	\$1,604,518.71
Liabilities & Equity	
Current Liabilities	
Accounts Payable	
9500 - Accounts Payable	
9516 - AP - Payable to County (prior yr adj)	(\$59.00)
Total - 9500 - Accounts Payable	(\$59.00)
Total Accounts Payable	(\$59.00)
Credit Card	
9515-HCCS - Credit Card - Hayward Collegiate	
9515-5412 - Credit Card - Hayward Collegiate : Chase 5412 (#6461)	\$11,066.32
Total - 9515-HCCS - Credit Card - Hayward Collegiate	\$11,066.32
Total Credit Card	\$11,066.32
Other Current Liability	
9502 - AP - District Oversight Fee	\$6,024.25
9514 - AP - Other	\$2.00
9540 - Payroll Liability - Federal	\$298.10
9571 - Wages Payable (July & August)	\$3,476.04
9580 - 403B Payable	\$1,207.50
9650 - Deferred Revenue	\$34,787.00
Total Other Current Liability	\$45,794.89
Total Current Liabilities	\$56,802.21
Long Term Liabilities	
9660 - Long Term Liabilities	
9670 - CDE Loan	\$138,586.00
Total - 9660 - Long Term Liabilities	\$138,586.00
Total Long Term Liabilities	\$138,586.00
Equity	
Retained Earnings	\$1,285,556.56
Net Income	\$123,573.94
Total Equity	\$1,409,130.50
Total Liabilities & Equity	\$1,604,518.71

## Exhibit B

### **EXHIBIT B: ASSUMED LIABILITIES**

1. 2019-2024 Lease Agreement, dated on or about February 17, 2019, by and between Good Shepard Lutheran Church and Hayward Collegiate Charter School, for a term commencing on August 1, 2019 with a termination date of August 31, 2024; Second Amendment to Commercial Net Lease, dated on or about April 1, 2021; Third Amendment to Commercial Net Lease, dated on or about March 15, 2022.
2. Master Services Agreement, dated on about November 25, 2017, by and between Ed Tec, Inc. and Hayward Collegiate; Statement of Work #5 by and between Ed Tec, Inc. and Hayward Collegiate, dated on or about June 25, 2021, for a term commencing on July 1, 2021 with a termination date of June 30, 2024.

**EXHIBIT C: DONOR-IMPOSED RESTRICTIONS**

None



# Coversheet

## Declaration of Need

**Section:** V. Topical Items, Part 1  
**Item:** C. Declaration of Need  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DON Memo and Materials.pdf



Date: June 14, 2022

To: Board of Directors

From: Melissa Alatorre Alnas, Director of Schools and Human Resources

Re: Commission on Teacher Credentialing - Declaration of Need 2022-2023

**Recommendation**

It is recommended that the Board approve the adoption of a Declaration of Need for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and Hayward Collegiate.

**Background**

Mandated by the Commission on Teacher Credentialing (CTC), the Declaration of Need (DON) is an annual document required as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1, 2020, these pieces of legislation went into effect, and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization.

Emergency and limited assignment permits include Provisional Internship Permits (PIP), Short-Term Staff Permits (STSP), Emergency Cross-cultural, Language and Academic Development (CLAD) permits, General Education Limited Assignment Teaching Permit (GELAP) and Variable Term Waivers (VTW). These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator’s assignment.

**Fiscal Impact**

There is no cost in the issuance of the DON.

**Organizational Health**

With a DON in place at the CTC, Navigator Schools can hire mission fit qualified individuals on the basis of emergency permits while they work toward completing their credentialing requirements for the appropriate credential.

**2022/23 School Year Emergency Permits**

<i>Gilroy Prep School</i>	<i>Hollister Prep School</i>	<i>Watsonville Prep School</i>	<i>Hayward Collegiate</i>
-PIP: 1	-PIP: 2	-PIP: 2	-PIP: 1
-STSP: 1	-STSP: 1	-STSP: 1	
-GELAP: 1		-VTW: 1	

## **Summary**

Mandated by the Commission on Teacher Credentialing, charter schools are required to submit a Declaration of Need on an annual basis as a prerequisite to the issuance of emergency permits. Emergency Permits will allow qualified individuals to be legally authorized to serve in their teaching assignments while they work toward completing their credential requirements.

## **Attachments:**

- CTC - Credential Information Alert 21-03, June 10, 2021
- Declaration of Need for Fully Qualified Educators Forms, 06/2022 update
  - Gilroy Prep School
  - Hollister Prep School
  - Watsonville Prep School
  - Hayward Collegiate



# Credential Information Alert

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**DATE:**

June 10, 2021

**NUMBER:**

21-03

**SUBJECT: Declaration of Need Guidance and Updates**

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**Summary:**

The purpose of this Credential Information Alert (CIA) is to provide information regarding the Declaration of Need (DON) including guidance for charter schools who wish to apply for emergency documents.

**Key Provisions:**

The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

The updated CL-500 form must be used for any DON submissions received after the date of this CIA. If a DON for 2021-2022 has already been submitted it is not necessary to resubmit or update the information.

**Charter Schools:**

Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these

Credential Information Alert 21-03: Declaration of Need Guidance and Updates

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pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts.

These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

**CL-500:**

The Commission's CL-500 form was created to allow employing agencies to meet the DON submission requirements. While the regulation always required the agency to provide an estimate of how many General Education Limited Assignment Permits they anticipate needing, the form has been updated to include the subject(s) anticipated for those permits. As of the date of this CIA, any new DON submissions must use the new form and include the subject information.

**References:**

CL-500 Declaration of Need form

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl500.pdf>

**Contact Information:**

Credential questions can be directed to the Commission's Information Services Unit at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).



The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

Name	Signature	Title
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Fax Number	Telephone Number	Date
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\_\_\_\_\_

Mailing Address

\_\_\_\_\_

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED



**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes              No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_



The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

Name	Signature	Title
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Fax Number	Telephone Number	Date
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\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes    No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_



The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED



**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

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- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes    No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_



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► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

*Name*

*Signature*

*Title*

\_\_\_\_\_

*Fax Number*

*Telephone Number*

*Date*

\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

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**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_