



Navigator Schools

Board Meeting

Date and Time

Monday June 17, 2024 at 6:00 PM PDT

Location

7365 Monterey Rd UNIT 203, Gilroy, CA 95020

[Join Zoom Meeting](#)

ID: 93191895189

Passcode: 551295

[\(US\) +1 360-209-5623](#)

Passcode: 551295

Meeting host: ami.ortiz@navigatorschools.org

Join Zoom Meeting:

<https://navigatorschools.zoom.us/j/93191895189?pwd=RG16WG1iYUZEY2hTRFYraG5sRXZ5QT09>

This meeting will be held in compliance with the Brown Act.

Members of the public who wish to access this board meeting online may do so via Zoom at <https://zoom.us/join> or via telephone by calling [\(669\) 900-6833](tel:6699006833) or [\(669\) 444-9171](tel:6694449171).

ID: 93191895189

Passcode: 551295

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
4. The Neon Exchange, 7365 Monterey Rd UNIT 203, Gilroy, CA 95020 (Santa Clara County)
5. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020 (Santa Clara County)
6. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)
7. 5357 Federation Court, San Jose, CA 95123 (Santa Clara County)
8. 27324 Dobbel Avenue, Hayward, CA 94542
9. 1365 Locust St. Denver, CO 80220

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Board Chair	1 m
The Board Chair will initiate confirmation of attendance and establishment of a quorum via roll call.			
B. Call the Meeting to Order	Vote	Board Chair	1 m
The Board Chair will call the meeting to order.			
C. Public Comments		Board Chair	2 m
The Board will receive public comments regarding non-agenda items, if any, following expectations and time limits established by the Board Chair.			
D. Opening Remarks of the Board Chair		Board Chair	10 m
The Board Chair will provide opening remarks.			
E. Chief Executive Officer & Superintendent Update		Caprice Young	10 m
Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide an update.			
F. Approve Minutes from Previous Board Meeting	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the board meeting held on April 10, 2024.			
Proposed Motion: Approve the Board Meeting Minutes from April 10, 2024.			
Approve minutes for Board Meeting on April 10, 2024			
G. Approve Minutes from Previous Board Meeting	Approve Minutes	Board Chair	1 m
Members will vote on the approval of minutes from the board meeting held on April 22, 2024.			

Purpose Presenter Time

Proposed Motion: Approve the Board Meeting Minutes from April 22, 2024.

Approve minutes for Special Board Meeting on April 22, 2024

- H.** Recognition of John Flaherty Vote Claire Grissom 5 m
 Claire Grissom, Member of the Board of Directors, will make the motion to approve the resolution.

II. Consent Agenda 6:31 PM

- A.** Approval of the Consent Agenda Vote Tom Peraic 1 m
 The Board will vote on the approval of the consent agenda:

- 1. Routine Contract Approvals and Renewals:
 - a. Relay/GSE Contract (Renewal, first time over \$50,000)
 - b. GPS and HPS 2024-25 CalSTRS Agreements (Renewals)
 - c. Boys & Girls Club MOU 2024-25 (Renewal)
 - d. Larson Professional Services Contract (Renewal)
- 2. Hayward Collegiate Amended Lease Ratification
- 3. Policies
 - a. Classroom Based Attendance Policy
 - b. Sabbatical Leave Policy
 - c. School Sponsored Trips Policy
- 4. Declaration of Need - GPS, WPS, HC

Proposed Motion: Approval of the Consent Agenda

III. Committees 6:32 PM

Committee Report Outs.

- A.** Governance Committee FYI Caprice Young 5 m
 Dr. Caprice Young, Staff Lead of the Governance Committee, will provide a summary of the May 6, 2024 and June 17, 2024 Governance Committee Meetings.
- B.** Academic Success Committee FYI James Dent 5 m
 James Dent, Staff Lead of the Academic Committee, will provide a summary of the May 29, 2024 Academic Success Committee Meeting.

	Purpose	Presenter	Time
C. Finance Committee	FYI	Noël Russell-Unterburger	5 m

Noël Russell-Unterburger, Chief Financial & Operating Officer, will provide a summary of the June 13, 2024 Finance Committee Meeting.

IV. Public Hearing 6:47 PM

A. The Board will vote to open LCAP Public Hearing	Vote	Board Chair	1 m
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This is the public's statutory opportunity to provide feedback on the 2024-2027 LCAP prior to adoption.

B. Public Hearing	Discuss	Kirsten Carr	20 m
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Navigator will conduct a public hearing regarding the 2024-2027 LCAP for each Navigator school. This is the public's statutory opportunity to provide feedback on the 2024-2027 LCAP prior to adoption.

C. The Board will vote to close LCAP Public Hearing	Vote	Board Chair	1 m
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The Board will vote to close the LCAP Public Hearing.

V. Finance 7:09 PM

Presentation of 2024-2025 Budget for Approval

A. 2024-25 Budget	Discuss	Noël Russell-Unterburger	20 m
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Noël Russell Unterburger, Chief Financial & Operating Officer, will present the 2024-25 budget for discussion. The 2024-2025 budget is an outline of expected revenues and expenses, aligned with the LCAP, to support the school in achieving its target outcomes.

VI. Topical 7:29 PM

A. 2024-25 Enrollment Update	FYI	Kirsten Carr	10 m
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Kirsten Carr, Director of Engagement & Partnerships, will provide a 2024-25 Enrollment Update.

	Purpose	Presenter	Time
B. Resolution: Re-Election of Board Members (BR_2024-12)	Vote	Board Chair	5 m

The Board will vote on re-election of the following members to the Navigator Schools Board of Directors:

- Ian Connell (3rd term, 07/01/24-06/30/26)
- Jaime Quiroga (2nd term, 07/01/24-06/30/26)
- JP Anderson (2nd term, 07/01/24-06/30/26)
- Claire Grisham (2nd term, 07/01/24-06/30/26)

C. Resolution: Election of New Board Members (BR_2024-13)	Vote	Caprice Young	10 m
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The Board will vote on the election of a new Board member:

- Nora Crivello (1st term, 07/01/24-06/30/26)

D. Resolution: Election of Board Officers (BR_2024-14)	Vote	Caprice Young	10 m
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The Board will vote to elect Board officers for 2024-2025.

E. Resolution: Appointment of NSSC Board Members (BR_2024-15)	Vote	Caprice Young	5 m
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The Board will vote on the appointment of the NSSC (Navigator Schools Support Corporation) Board members.

F. 2024-25 Board Meeting Schedule	Vote	Caprice Young	10 m
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Dr. Caprice Young, Chief Executive Officer & Superintendent, will present the proposed 2024-25 Board and Committee Meeting Schedule for Board approval.

VII. Closing Items 8:19 PM

A. Adjourn Meeting	Vote	Board Chair	1 m
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Board members will vote on adjournment of the meeting. Votes will be recorded via roll call.

	Purpose	Presenter	Time
Proposed Motion: Adjourn			

Coversheet

Approve Minutes from Previous Board Meeting

Section: I. Opening Items
Item: F. Approve Minutes from Previous Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 10, 2024

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Wednesday April 10, 2024 at 6:00 PM

Location

277 I.O.O.F. Avenue, Gilroy, CA 95020

This meeting will be held in compliance with the Brown Act.

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Meeting ID: 914 7642 3397

Passcode: 078473

Teleconference Locations / Ubicaciones de Teleconferencias

1. Hayward Collegiate Charter School, 166 West Harder Road, Hayward, CA 94544
2. Hollister Prep School, 881 Line Street, Hollister CA 95020
3. Watsonville Prep School, 407 Main Street, Watsonville, CA 95076
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5. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)
6. 27324 Dobbel Avenue, Hayward, CA 94542
7. 900 Wiltshire Blvd, Los Angeles, CA 90017 (Check with the Concierge for room number.)
8. 5357 Federation Court, San Jose, CA 95123 (Santa Clara County)

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Meeting ID: 91476423397

Passcode: 078473

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Directors Present

Alfred Morikang (remote), Chuck Daggs, Claire Grissom (remote), JP Anderson (remote), Jaime Quiroga, John Flaherty, Shara Hegde (remote)

Directors Absent

Ian Connell

Guests Present

Andrea Hernandez (remote), Caprice Young, Christopher Copus (remote), Crystal O'Rourke (remote), David LeBarre, Gabriela Roldan (remote), James Dent (remote), Kirsten Carr, Melissa Alatorre Alnas (remote), Nora Crivello (remote), Noël Russell-Unterburger, Tina Hill (remote), Tom Peraic, Victoria Garcia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Wednesday Apr 10, 2024 at 6:04 PM.

C. Public Comments

Two members of the public appeared as public speakers and addressed the Board. Both speakers shared thoughts concerning Hayward Collegiate. The Board Chair thanked the speakers for their presentations.

D. Opening Remarks of the Board Chair

The Board Chair waived opening remarks in the interests of time.

E. Chief Executive Officer & Superintendent Update

CEO & Superintendent Dr. Caprice Young shared that enrollment has been strong and the lottery will be April 13. Chronic absenteeism remains a real challenge, WPS worked hard to lower the rate from 30% to 23%. There have been great results in math and the CSUMB special education partnership is being prepared. The Board Chair thanked staff for their work and Board member Jaime Quiroga for his leadership in special education.

F. Approve Minutes from Previous Board Meeting

Jaime Quiroga made a motion to approve the minutes from Special Board Meeting on 02-15-24.

JP Anderson seconded the motion.

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

II. Consent Agenda

A. Approval of the Consent Agenda

Chuck Daggs made a motion to Approve the Consent Agenda.

Claire Grissom seconded the motion.

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

III. Committees

A. Audit Committee

Noël Russell Unterburger, Staff Lead of the Audit Committee, provided a summary of the March 14, 2024 Audit Committee Meeting, including recommended choice of auditor.

B. Governance Committee

Tom Peraic, General Counsel, provided a summary of the March 22, 2024 and March 28, 2024 Governance Committee Meetings, including contracts approved per delegated authority.

C. Academic Success Committee

James Dent, Staff Lead of the Academic Committee, provided a summary of the March 27, 2024 Academic Success Committee Meeting, including math success, TK update, Each One Teach One, ELA adoption, and Lit.

IV. Topical

A. Public Hearing on Proposed Safety Plan & Policies

John Flaherty made a motion to Open Public Hearing on Proposed Safety Plan & Policies.

Chuck Daggs seconded the motion.

Kirsten Carr, Director of Engagement & Partnerships, presented the Safety Plan & Policies approved and forwarded by the Governance Committee. The Board asked for testimony from the public to provide public input on the Safety Plan & Policies, none appearing.

Chuck Daggs made a motion to close the public hearing.

Jaime Quiroga seconded the motion.

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

B. Safety Plan & Policies

Claire Grissom made a motion to Approve with Direction to Implement.

JP Anderson seconded the motion.

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

C. Data Systems Integration Partnership

Chuck Daggs made a motion to Approve Contract for Date Systems Integration Partnership.

Jaime Quiroga seconded the motion.

Dr. Young shared that strengthening data is one of the Navigator compass points. There is lots of data, but spend more time finding data than using data. Don't need more tools, need a partner. Victoria Garcia shared detailed information about the data storage, that three companies made presentations, Parsec is the choice being recommended. This will save 5 FTEs each year.

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

D. 2024-25 Academic Calendar

Claire Grissom made a motion to Approve 2024-25 Academic Calendar.

JP Anderson seconded the motion.

Dr. Young presented the proposed 24-25 Academic Calendar for Board approval.

Concerns about minimum days were taken into account. Took into account each school's interests and decided that the same calendar for all of the schools is not the best approach. The Board engaged in a general discussion and Board member Jaime Quiroga offered that parents should be involved in the process.

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

V. Closed Session

A. Announcement and Vote to Enter Closed Session

Chuck Daggs made a motion to go to closed.

Claire Grissom seconded the motion.

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

B. Closed Session

Discussion in closed session

C. Announcement of Action Taken During Closed Session

No action taken

VI. Closing Items

A. Growth Plan

John Flaherty made a motion to Move the Growth Plan Agenda item to a Later Meeting.

Jaime Quiroga seconded the motion.

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

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:14 PM.

Respectfully Submitted,

Tom Peraic

Coversheet

Approve Minutes from Previous Board Meeting

Section: I. Opening Items
Item: G. Approve Minutes from Previous Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on April 22, 2024

APPROVED



Navigator Schools

Minutes

Special Board Meeting

Date and Time

Monday April 22, 2024 at 6:00 PM

Location

277 I.O.O.F AVE, GILROY CA 95020

This meeting will be held in compliance with the Brown Act.

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ID: 96706073859

Passcode: 988276

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 9. 1 Washington Square, San Jose, CA 95112 (Santa Clara County)
-

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Directors Present

Alfred Morikang (remote), Chuck Daggs (remote), Claire Grissom, Ian Connell (remote), JP Anderson (remote), Jaime Quiroga (remote), John Flaherty, Shara Hegde (remote)

Directors Absent

None

Guests Present

Ami Ortiz (remote), Caprice Young, Crystal O'Rourke (remote), James Dent (remote), Kirsten Carr, Noël Russell-Unterburger, Susie Crofton (remote), Tina Hill (remote), Tom Peraic

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 Monday Apr 22, 2024 at 6:19 PM.

C. Public Comments

None.

D. Opening Remarks of the Board Chair

Board Chair John Flaherty arrived from a long meeting in Hayward that went well. Important items will be discussed tonight.

E. Chief Executive Officer & Superintendent Update

CEO & Superintendent Caprice Young thanked the Board Chair for the introduction to the discussion around the proposed growth plan.

Board Member Jaime Quiroga arrived at 6:30pm.

II. Topical

A. Growth Plan

Ian Connell made a motion to Approve the Growth Plan as presented, with directions to bring back refinements back and with the understanding that the Board may ask for additional information or may amend the plan at a later date.

JP Anderson seconded the motion.

Dr. Young presented the Growth Plan and led a discussion about its particulars.

Consultant Susie Crofton offered supporting information about federal funding and grants. Board members asked questions and offered thoughts, specifically around the boldness of the plan, how enrollment assumptions may impact the plan, and the financial risks and challenges associated with the plan.

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

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 7:00 PM.

Respectfully Submitted,
Tom Peraic

Documents used during the meeting

- Navigator_2024_Growth_Plan_for_Board.pdf

Coversheet

Recognition of John Flaherty

Section: I. Opening Items
Item: H. Recognition of John Flaherty
Purpose: Vote
Submitted by:
Related Material: Resolution - Recognition of John A. Flaherty (06.17.24).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION – JUNE 17, 2024**

RECOGNITION OF JOHN A. FLAHERTY, BOARD CHAIR,
FOR HIS SERVICE ON THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to recognize John A. Flaherty for his exemplary service and immense contributions to Navigator Schools:

WHEREAS, John A. Flaherty was elected to the Navigator Schools Board of Directors on March 21, 2018;

WHEREAS, John A. Flaherty has exhibited steadfast commitment to the mission of Navigator Schools, the success of its students, and the welfare of its families and communities over the course of three terms of board service;

WHEREAS, John A. Flaherty served as Board Chair for two terms of board service;

WHEREAS, John A. Flaherty has demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources;

WHEREAS, John A. Flaherty was an inspiration to the members of the board and the staff at Navigator Schools through his generosity of time, sharing of experience, encouraging sharing of best practices, and providing forward-thinking leadership and strategies, John Flaherty has made an important and lasting impact on Navigator Schools;

WHEREAS the third term of John A. Flaherty ends on June 30, 2024.

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of John A. Flaherty: Board member, Board Chair, and friend.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 17, 2024, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Tomislav Peraic,
General Counsel and Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Coversheet

Approval of the Consent Agenda

Section: II. Consent Agenda
Item: A. Approval of the Consent Agenda
Purpose: Vote
Submitted by:
Related Material:

- 1(a) - Relay Contract (06.17.24).pdf
- 1(b) - GPS STRS Agreement (06.17.24).pdf
- 1(b) - HPS STRS Agreement (06.17.24).pdf
- 1(c)(i) - Boys & Girls Club Memo (06.17.24).pdf
- 1(c)(ii) - Boys & Girls Club MOU 2024-2025 (06.17.24).pdf
- 1(d) - Larson Professional Services Agreement (06.17.24).pdf
- 2 - HC Amended Lease (06.17.24).pdf
- 3(a) - Classroom Based Attendance Policy (06.17.24).pdf
- 3(b) - Sabbatical Leave Policy (06.17.24).pdf
- 3(c) -School Sponsored Trips Policy (06.17.24).pdf
- 4 - Declaration of Need Memo (06.17.24).pdf
- 4(a) - GPS Declaration of Need (06.17.24).pdf
- 4(b) - WPS Declaration of Need (06.17.24).pdf
- 4(c) - HC Declaration of Need (06.17.24).pdf



Navigator Schools and Relay Graduate School of Education
Memorandum of Understanding — Academic Year 2024–2025

This Memorandum of Understanding (“**MOU**”) entered into by and between Navigator Schools (the “**Client**”) and Relay Graduate School of Education (“**Relay**”) establishes the terms of Collaboration between both entities. Hereafter, each entity may be referred to as a “**Party**” and collectively as the “**Parties**”.

The Client and Relay propose to enter into a Collaboration whereby Relay will enroll, engage, and support a mutually agreed upon number of school leaders from the Client in at least one of the following programs:

- **National Principal Supervisors Academy (NPSA):** a national instructional leadership program for current principal supervisors operated and run by Relay, with key support provided by the Client during the operation of the program.
- **National Principal Academy Fellowship (NPAF):** a national instructional school leadership program for current principals and other instructional leaders operated and run by Relay, with key support provided by the Client during the operation of the program.
- **Instructional Leadership Professional Development (ILPD):** a national instructional school leadership program for non-principal instructional leaders operated and run by Relay.
- **Inclusive Schools Leadership Institute (ISLI):** a national training program that prepares school leaders and leaders of exceptional learners to build authentically inclusive schools and to improve academic and social-emotional outcomes for exceptional learners.
- **Alumni Refresh Program:** a national instructional leadership program for NPAF, NPSA, and ILPD alumni to re-engage with Relay content, while receiving the most recent revisions and updates.
- **Local Intersessions 1 and 3:** The Client may request that NPSA and NPAF Intersessions 1 and 3 be held on site in their community, with a focus on content that supports their initiatives and priorities.
- **Teacher Professional Education:** a variety of services that empower teachers with the strategies, skills, and mindsets needed to make an actionable, immediate difference for all students.

This MOU outlines the scope of work and delineates the roles and responsibilities of each Party. This MOU shall become effective on the date of signing by the last Party to sign, thereby fully executing the MOU, and shall continue through **June 30, 2025**, unless extended by mutual written agreement of the Parties or terminated earlier in accordance with the terms herein.

I. Instructional Leadership Academies: Program Selection, Costs, and Payment Policies

This MOU serves to confirm that the Client will sponsor participants in the following programs in AY24-25:



Table 1: Instructional Leadership Academies Costs			
Instructional Leadership Academy Programs	Cost per Seat	Number of Units	Amount Due
Instructional Leadership Professional Development (ILPD)	\$9,000*	6	\$54,000
Total Amount Due:			\$54,000

*The program cost will cover the following for participants:

- All course materials
- Breakfast and lunch during in-person sessions
- Hotel accommodations, for the night before in-person programming starts extending until the final day of programming

†The program cost will cover the following for participants:

- All course materials
- Breakfast and lunch during in-person sessions
- Please note that hotel accommodations are NOT covered for Alumni Refresh participants

Relay will provide an invoice to the Client no later than ten (10) business days following Relay’s receipt of this fully executed MOU. The Client will pay the invoice amount within thirty (30) calendar days after receipt of the invoice from Relay.

Relay reserves the right to apply a monthly interest rate of 1.5% to any invoice amount that remains unpaid thirty (30) calendar days after the due date or the maximum rate permitted by law, whichever is less. This interest will accrue from the due date until the invoice is paid in full, including any accrued interest. Relay also reserves the right to suspend services under this MOU should any invoice remain unpaid thirty (30) calendar days beyond the due date.

II. Instructional Leadership Academies: Important Dates

Table 2: Instructional Leadership Academies Deadlines			
Key Client Deadline	Description	Clients with June Cohort Seats	Clients with ONLY July Cohort Seats
MOU Deadline	MOU must be signed. After signing, but prior to the various participant deadlines listed below, the Client can request additional seats (pending availability) via an MOU addendum.	May 24, 2024	June 14, 2024



Participant Entry Deadline	Participant names and information must be submitted, so participants have adequate time to enroll into Relay and register for Summer Intensive. Sessions will be filled on a first-come, first-served basis.	May 27, 2024	June 17, 2024
Participant Registration Deadline	Participants must complete their enrollment and registration forms.	June 3, 2024	June 24, 2024
Payment Deadline	Relay will share an invoice shortly after a fully-executed MOU is returned to Relay. <i>Note: If the Client must submit a purchase order (“PO”) before committing to pay Relay, the Client agrees to provide Relay with a copy of the PO no later than this date.</i>	June 3, 2024	June 24, 2024
Deadline to Confirm Participant Changes*	Any participant replacements must be fully enrolled and registered.	June 14, 2024	July 1, 2024

**While participant replacements are strongly discouraged, the Client may encounter a scenario in which a participant is no longer able to attend the program and may wish to replace a participant during the academic year. This proposed participant replacement must meet the same eligibility criteria outlined in this MOU. Relay reserves the right to review and approve any proposed replacements and may request additional information from the Client to confirm that the proposed replacement has met the prerequisite conditions. Each proposal for a replacement must be communicated to Relay in a written notice and must include an explanation.*

Due to the structured nature and progression of our programs, and to maintain the continuity and integrity of the learning experience for all participants, Relay does not permit replacements of participants after the national leadership programs begin without an additional fee.

Formal notice via email to professionaleducation@relay.edu must be received by the applicable date in the “Deadline to Confirm Participant Changes” row in the table above before any changes can be made. Any funds already paid on behalf of any withdrawn participant will be applied to the replacement.

III. Instructional Leadership Academies: Non-Reduction of Seats; No Refunds for Unfilled Seats

Once the MOU is signed, Relay will not reduce the number of seats, the number of workshops, or the total cost billed. This includes adjustments for reserved but unfilled seats; the Client is liable to pay the total amount for all reserved seats, even if some remain unfilled. This also includes participants who withdraw or are dismissed from the program. The Client acknowledges and agrees that Relay will not provide refunds for any unused seats related to the programs in this MOU. Relay has the right to fill any



vacant seats with more participants at its discretion. If this MOU is terminated, the Client remains liable for payment for all reserved seats and workshops as outlined in Section I, unless the termination is due to a material breach by Relay per the Termination section of this MOU.

If the Client is unable to fill a seat as planned, the Client may have the option of transferring those funds (minus a transfer fee) towards other Professional Education programs for use prior to June 30, 2024. The transfer fee is determined based on the date of transfer.

Please initial to acknowledge and agree to Section III terms: _____

IV. Instructional Leadership Academies: Client Commitment, Participant Selection, and Participant Eligibility

The Client will provide a contact person for all communications prior to and during the engagement. Please see **Appendix C: Responsibilities & Division of Labor** for more information on the Client’s responsibilities.

Participants must hold a full-time leadership position that includes managing and coaching teachers or leaders on instructional practices such that they are able to meet fieldwork requirements.

Once participants are selected by the Client via Participant Lists (deadlines listed above in **II. Instructional Leadership Academies: Important Dates**), participants must complete the online Relay enrollment form and Summer Intensive registration form. The Client will work with participants to ensure their understanding of their responsibilities for program attendance and fieldwork.

The Client understands and acknowledges the additional policies outlined in **Appendix A: Conditions for Effective Collaboration**.

V. Contingent Academic Year 2024-25 Modality: Safety and Practicality

Relay is committed to the health and well-being of its participants, faculty, and staff and to supporting school leaders. In response to public health concerns, natural disasters, government mandates, or other significant events that make in-person sessions unsafe or impractical, Relay faculty are prepared to lead all instruction via remote learning and provide participants with the materials necessary for a successful remote learning experience.

Relay will monitor local, state, and federal guidance regarding travel and gatherings and aims to communicate any changes to in-person sessions with reasonable advance notice whenever possible. Under extenuating circumstances, including but not limited to emergencies or sudden changes in



relevant local, state, and federal guidance, Relay reserves the right to adjust the communication timeline accordingly. Such adjustments will be made to provide the Client with the most prompt notice feasible under the circumstances. Any such changes will be communicated to the Client as soon as practicable. Should changes to the modality of sessions be required due to unforeseen circumstances, Relay and the Client commit to engaging in a timely and proactive collaboration to evaluate and undertake necessary adjustments to logistical arrangements to ensure the health and well-being of all individuals involved.

VI. Instructional Leadership Academies: Attendance & Dismissal

Relay reserves the right to dismiss participants due to:

- Failure of the Client to pay tuition by their outlined date of **June 3, 2024** or **June 24, 2024** (based on cohort, as outlined above in **II. Instructional Leadership Academies: Important Dates**).
- Failure of the participant to submit assessments by deadlines or meet benchmarks as determined by Relay
- Poor academic performance
- Poor attendance
- Change in employment status such that the participant is no longer able to complete fieldwork
- Failure to provide required enrollment and event registration documentation by deadlines
- Other substantive violations of Relay's policies, procedures, or safety rules, as outlined in Relay's [Code of Conduct](#)

As participation in the program requires full-time employment as a school leader or principal supervisor, The Client commits to notifying Relay of any change of employment status that may impact the participant's ability to meet the requirements of the program.

If a participant ends their employment with the Client while enrolled in the program, the participant retains the right to complete the current program year. However, the participant must bear any additional costs arising from their change of employment, including travel expenses for in-person sessions. Continuing in the program does not obligate the participant to reimburse any costs previously covered by the Client, nor does it affect any other financial or contractual commitments made to the Client, unless expressly stipulated otherwise.

VII. Data

District & School Data

The Client agrees to share PK-12 student test data with Relay annually, as required for the evaluation of the implementation and outcomes of the programs covered by this MOU, and will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) when sharing the information. Data on Relay participants in these programs will be provided for each year that the participant is employed by the Client, even if the participant withdraws or is dismissed from the program.



The Client will provide annual aggregate data at the school-, grade-, and subject-level for each school in which program participants are employed. These data will include the distribution of student performance on state student achievement tests by level (e.g.: percentage of students deemed proficient or advanced) and the average scaled score.

Relay agrees that all data collected will be stripped of individually identifiable information as consistent with applicable state and federal laws and will not be shared externally except in aggregate. Relay's use of the data will be consistent with FERPA and applicable state laws.

Surveys

The Client agrees to support the deployment of Relay and/or externally validated surveys to gather feedback from relevant Client staff on participant and program effectiveness no more than three times annually. Support includes providing necessary contact information (e.g., names, email addresses), communicating to pertinent staff on required participation, and allocating necessary time (no more than 30 minutes for each administration) for staff to complete the survey.

Relay agrees to provide the necessary tools and resources to support survey dissemination (e.g.: communication toolkits), support the participant in conducting outreach and gathering feedback, and share survey results with program participants and identified Client staff.

For Teacher Professional Education, the Client will report on outcomes of the PD by allowing Relay to conduct a survey of participants to measure their overall satisfaction with the content and delivery, with final approval of all survey questions by the Client.

VIII. Video Recording

Classroom and other in-school videos provide a valuable tool for supporting leader development, and Relay assignments and assessments may require or encourage the use of video. The Client agrees that participants may film within their schools for instructional purposes, and the Client will assist participants in obtaining the necessary media consent, compliant with relevant privacy laws such as FERPA, whenever required.

IX. Miscellaneous Provisions

Intellectual Property

The Client acknowledges and agrees that Relay shall be the sole and exclusive owner of all programs under this MOU and any other inventions, works or other materials that are created, conceived, or reduced to practice by Relay in connection with this MOU, together with all intellectual property rights embodied therein (collectively, the "Relay IP"). Except as otherwise set forth in this MOU, the school and its teachers and students shall not have any ownership, license or other interest in any Relay IP. Relay



hereby grants the school and its leaders and teachers a limited and non-exclusive license to use the Relay IP solely for non-commercial and educational use while enrolled in the Programs under this MOU.

Modifications and Waivers

No provision of this MOU shall be modified, waived, or discharged unless the modification, waiver, or discharge is agreed to in writing and signed by the Client and by an authorized representative of Relay. No failure by Relay to insist upon the strict performance of any term, covenant, agreement, or provision of this MOU or to exercise any right or remedy consequent upon a breach thereof, and no acceptance by Relay of Services during the continuance of any such breach, shall constitute a waiver of any such breach or of any such term, covenant, agreement, or provision.

Entire Agreement

No other agreements, representations, or understandings (whether oral or written) that are not expressly set forth in this MOU have been made or entered into by either Party with respect to the subject matter of this MOU. This MOU contains the entire understanding of the Parties with respect to the subject matter hereof.

Confidentiality

The Parties acknowledge that, during the term of this MOU, they will disclose certain Confidential Information to each other. For purposes of this provision, Confidential Information shall include but not be limited to personal and educational information about the students attending Client schools as well as the students of Relay, and proprietary information about Relay operations and business plans not readily available to the public. Confidential Information shall include information covered by other provisions of this MOU and information protected by federal, state, and local law, including FERPA. Each Party agrees that neither it nor its employees shall disclose or use Confidential Information except as strictly necessary to perform the obligations under this MOU. Each Party shall protect the other Party's Confidential Information using the same standard of care it uses to protect its own confidential and proprietary information, but in any event not less than a reasonable standard of care.

Indemnity

To the extent permitted by law, the Parties agree to indemnify, defend, and hold harmless each other, and their respective successors, assigns, trustees, directors, officers, employees, agents, and students from and against all actions, causes of action, claim, losses, and demands whatsoever, and from all costs, damages, expenses, charges, debts, and liabilities whatsoever (including attorneys' fees), whether known or unknown, present or future, that arise from or are connected with the provision of services under this MOU, except as to those acts, errors and omissions that are due to the sole negligence of the Party to be indemnified.



Severability

If any term or provision of this MOU is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such illegal, unenforceable, or invalid provisions or part shall be stricken from this MOU, and such provision shall not affect the legality, enforceability, or validity of the remainder of this MOU. If any provision or part thereof of this MOU is stricken in accordance with the provisions of this section, then such stricken provision shall be replaced, to the extent possible, with a legal, enforceable, and valid provision that is as similar in tenor to the stricken provision as legally possible.

Non-Assignment

Neither this MOU nor any of the rights, interests or obligations under this MOU shall be assigned, in whole or in -part, by operation of law or otherwise by either Party without the prior written consent of the other Party, and any such assignment that is not consented to shall be null and void.

Construction

The headings of sections contained in this MOU are for convenience only, and they do not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this MOU.

Governing Law and Venue

This MOU shall be construed and enforced in accordance with the substantive laws of the State of New York applicable to agreements made and wholly to be performed in the State of New York without recourse to any principles of choice of laws; and the federal and state courts located in New York County shall have sole and exclusive jurisdiction to construe and enforce the MOU.

Compliance with the Law

The Client and Relay shall comply with the applicable federal, state, and local laws and regulations governing the respective Parties, including without limitation, FERPA, civil rights and non-discrimination, and mandatory reporting of child abuse. In the event that either Party learns of a potential or actual lack of meaningful compliance, the Party shall give notice to the other Party promptly and work to achieve compliance.

Dispute Resolution

Any dispute or controversy between the Client and Relay arising out of or in connection with this MOU can be resolved through binding arbitration by the agreement of the Parties instead of litigation. The Parties will commence the arbitration through the general Arbitration Rules of the American Arbitration Association then in effect (the “Rules”) in New York County or, at the agreement of the Parties, a similar dispute resolution company. The Parties shall share the cost of arbitration and each Party shall be responsible for their respective lawyers’ fees and costs. Notwithstanding the foregoing sentence, the Parties mutually agree that they shall, before commencing any arbitration or litigation, disclose the facts



and matters relevant to the subject matter of such dispute, claim, or controversy to the other Party and endeavor in good faith to discuss the matter and seek a mutual resolution among the Parties so as to avoid an adversarial proceeding. Each Party shall identify a person who is to be notified in the event of a dispute and who shall be responsible for seeking to comply with the intent of this provision.

Termination

Either Party may terminate this MOU, effective immediately upon written notice to the other Party, if the other Party materially breaches this MOU, and such breach is incapable of cure, or with respect to a material breach capable of cure, the other Party does not cure such breach within ten business days after receipt of written notice of such breach. If a Party terminates per this provision, payment obligations remain due for services already performed.

Notices

Any notice, demand, or other communication required or permitted to be given under this MOU shall be in writing and shall be delivered to an appropriate representative. Both Parties agree to the roles and responsibilities as outlined in this MOU and agree that the collaboration outlined within is critical to developing and implementing a successful school leadership program.



Signatory Attestation:

Each Party hereby represents and warrants that it has the full power and authority to enter into this MOU. The individual executing this MOU on behalf of a Party represents and warrants that they are duly authorized to do so. Any signature on this MOU by an individual not authorized to sign on behalf of a Party shall be deemed unauthorized. Such unauthorized signatures shall not bind the Party but may bind the unauthorized signer personally. A Party may choose to ratify an unauthorized signature, which will then become effective for the purposes of this MOU. Any individual who executes this MOU without proper authorization may be subject to civil or criminal liability. Upon request, each Party shall provide evidence of such authorization to the other Party.

By signing below, the Parties agree to the terms and conditions of this MOU.

Relay Graduate School of Education	Client
_____	_____
Signature	Signature
Mayme Hostetter	Noël Russell-Unterburger
_____	_____
Print Name	Print Name
President	Chief Financial and Operating Officer
_____	_____
Title	Title
_____	_____
Date	Date



APPENDIX A: Instructional Leadership Academies—Conditions for Effective Collaboration

Relay Instructional Leadership Academies are designed to enhance leadership practice, and a central focus of our training model is to improve participants’ ability to effectively coach other educators. To ensure successful outcomes, we strongly recommend that the Client have the following structures in place.

1. *School-Wide Structures*

The Client school has, or will have, systems that support the core instructional levers that we explore in our programs. Such core instructional levers include: data-informed instruction, student culture systems and routines, observation and feedback of teachers, instructional planning, and leading adult professional development.

- **Commitment from Client Schools:**

The Client school is committed at the district or network level to do the following:

- Ensure opportunities for observation and feedback, including frequent, informal observations of teacher and coaching debrief meetings.
- Ensure that video can be used to capture the participant's work with teachers. This includes, but is not limited to: video-recording classroom instruction, individual feedback conversations with teachers, data meetings with teachers, and professional development sessions.
- Managers of Instructional Leadership Academy participants will support their development through the implementation of the instructional leadership skills learned and by fulfilling their commitments to Relay programming, including attendance at sessions and submission of assessments.

2. *Program-Specific Requirements*

- **For the National Principal Academy Fellowship (NPAF):**

- All participants must use an electronic observation and feedback tracker that enables leaders to track observations, identify action steps, and see trends across multiple observations. If schools don’t already have one, Relay will provide different models to build from.
- Implement common, standards-aligned interim assessments at least three times per year in the grades for which the leader will be responsible.

- **For the Inclusive Schools Leadership Institute (ISLI):**



- The managers of ISLI participants will support their development through the redesign of instructional and behavioral systems centering the needs of exceptional learners.
- Managers will support participants to meet the commitments to Relay programming. This includes session attendance, completion of performance tasks, and participation in the end-of-the-year Hackathon. .
- ISLI participants also agree to participate in 12 bi-weekly synchronous sessions in the fall and spring.

3. Selecting Leaders

For our program to be most impactful on student outcomes and the school or school system, we recommend selecting leaders to participate who demonstrate the following mindsets:

- **Continuously Improving Effectiveness:** Demonstrated openness to feedback with willingness to practice and incorporate feedback to continuously improve.
- **Personal Responsibility:** Sees it as their personal responsibility as a leader to ensure that all students succeed.
- **Work Ethic and Relentless Drive:** Has a strong work ethic and is willing to do what it takes to build a strong school. In particular, they are willing to commit the extra time for this program.
- All participants must commit to the policies as denoted by the table below:



Policy	NPAF	NPSA	ILPD	ISLI
Active participation in the program, including rigorous practice of program content during sessions and application of their learning at school	X	X	X	X
Attendance at 100% of program sessions	X	X	X	X
Completion and timely submission of pre-work, assessments and/or performance tasks that require a significant amount of time and effort throughout the academic year; these include the submission of video, tools, systems and artifacts that demonstrate implementation of core program principles	X	X		X
Implementation of some/ all the following practices in their school: <ul style="list-style-type: none"> ● Student Culture Systems and Routines ● Observation and Feedback of Teachers ● Data-Informed Instruction ● Instructional Planning ● Leading Adult Professional Development 	X	X		X
Directly managing and coaching teachers or school leaders on instructional and cultural practices	X	X	X	X
Implementation of practices aligned to the Relay Framework for Leading Exceptional Learners				X
Directly managing and coaching teachers and/or leaders of Exceptional Learners on core practices learned in program				X



APPENDIX B: Instructional Leadership Academies—Date and Time Commitments

Participants will attend the following sessions listed below based on their program.

Program Commitments <i>Additional details for each program can be found on the Relay Leadership Programs website: https://www.relay.edu/professional-education/leadership-programs</i>	
NPSA & NPAF	<p>Summer Intensive: The National Principal Supervisors Academy (NPSA) begins alongside the National Principal Academy Fellowship (NPAF) with the Summer Intensive. Participants will have the option of attending Summer Intensive in either June or July. The time commitment and content are the same for each cohort.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Option 1: June Cohort (Houston, TX)</p> <ul style="list-style-type: none"> ● June 18-21, 2024: Virtual Orientation <ul style="list-style-type: none"> ○ Participants will pick two half-day sessions out of multiple options within this date range ● June 24-28, 2024: In-Person Summer Intensive Sessions ● July 24-31, 2024: Virtual Triathlon; 3 hours live practice and feedback <ul style="list-style-type: none"> ○ Participants will pick one 3-hour session within this date range </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Option 2: July Cohort (Chicago, IL)</p> <ul style="list-style-type: none"> ● July 10-12, 2024: Virtual Orientation <ul style="list-style-type: none"> ○ Participants will pick two half-day sessions out of multiple options within this date range ● July 15-19, 2024: In- Person Summer Intensive Sessions ● July 24-31, 2024: Virtual Triathlon; 3 hours live practice and feedback <ul style="list-style-type: none"> ○ Note: Participants will pick one 3-hour session within this date range </div> <p>Intersessions: NPSA and NPAF participants will attend three, multi-day Intersessions throughout the year. During each Intersession, leaders will build on their learning from Summer Intensive alongside their colleagues from across the country.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Intersession 1: (Houston, TX) October 17-18, 2024</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Intersession 2: (Virtual) January 27-February 7, 2025 <i>Note: Participants will pick four, half-day sessions out of multiple options within this</i></p> </div>



	<p><i>date range</i></p> <p>Intersession 3: (Chicago, IL) May 8-9, 2025</p> <p>Learning Teams: Participants will participate in three Learning Team sessions over the year. They will attend one 3-hour virtual session in September, December, and May (for a total of 9 hours of programming.)</p> <p>Alumni Refresh: NPSA and/or NPAF alumni attending the Alumni Refresh program will attend mandatory Alumni Orientation, and then may choose to attend any Summer Intensive sessions (either June or July) and any Intersessions over the year.</p>
<p>ILPD</p>	<p>Summer Intensive: Instructional Leadership Professional Development (ILPD) participants will have the option to attend Summer Intensive in June or July. The time commitment and content are the same for each cohort.</p> <div data-bbox="391 995 1432 1203" style="border: 1px solid black; padding: 5px;"> <p>Option 1: June Cohort (Houston, TX)</p> <ul style="list-style-type: none"> ● June 18-21, 2024: Virtual Orientation <ul style="list-style-type: none"> ○ Participants will pick two half-day sessions out of multiple options within this date range ● June 24-27, 2024: In-Person Summer Intensive Sessions </div> <div data-bbox="391 1241 1432 1449" style="border: 1px solid black; padding: 5px;"> <p>Option 2: July Cohort (Chicago, IL)</p> <ul style="list-style-type: none"> ● July 10-12, 2024: Virtual Orientation <ul style="list-style-type: none"> ○ Participants will pick two half-day sessions out of multiple options within this date range ● July 15-18, 2024: In-Person Summer Intensive Sessions </div> <p>Alumni Refresh: ILPD alumni will attend mandatory Orientation together as an Alumni Cohort, then may choose to attend June Summer Intensive sessions. ILPD alumni are unable to attend the July Summer Intensive or NPSA/NPAF Intersessions.</p>
<p>ISLI</p>	<p>Summer Intensive: The Inclusive Schools Leadership Institute (ISLI) begins with an in-person Summer Intensive, and continues through the year with virtual programming.</p>



	<ul style="list-style-type: none">• July 10, 2024: Virtual half-day Orientation• July 15-18, 2024: In Person Summer Intensive Sessions (Chicago, IL)
	<p>Academic Year Sessions: Participants will attend virtual, bi-weekly sessions twice per month between September 2024 - April 2025. Sessions will be held on Tuesdays during the school day—an exact time will be decided by cohort feedback.</p> <p>End-of-Year Convening: Participants will engage in a virtual, two-day end-of-year convening in May 2025.</p>



Appendix C: Instructional Leadership Academies—Responsibilities & Division of Labor

The programs provided by Relay under this MOU are non-credit-bearing and do not confer any degrees. Participants shall not be considered enrolled students at Relay. Furthermore, participation in these programs does not lead to, nor qualify participants for, any form of certification or licensure. However, upon request by a participant, Relay agrees to provide a letter of attendance. This letter will detail the total number of hours attended by the participant at the conclusion of each term.

Client Responsibilities	Relay Responsibilities
<p>The Client will be responsible for:</p> <ul style="list-style-type: none"> • Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full year program. • Choosing a summer intensive cohort (June or July) for each participant. • Ensuring that each participant can pay for/provide their own travel accommodations (e.g. flight, ground transportation, etc). Relay will not cover travel accommodations for participants. • For the Alumni Refresh Program: Ensuring that each participant/Client can pay for the hotel accommodations (which are not covered by Relay for participants in this specific program). • Ensuring participant names are submitted by the designated deadline. • Ensuring that all participants register on time for each training. • Ensuring that participants attend sessions. 	<p>Relay will be responsible for:</p> <ul style="list-style-type: none"> • Planning and executing instruction and conference logistics outlined in Appendix B. • Making course materials available online to each registered participant. • Providing breakfast and lunch during in-person sessions. All other fees (parking, ground transportation, etc.) incurred by participants will be the Client’s responsibility. • Providing hotel room for each eligible participant (does not apply to Alumni Refresh Program participants).



Appendix D: Teacher Professional Education—Responsibilities & Division of Labor

Note: Appendix D is only applicable for agreements including Teacher Professional Education services.

The programs provided by Relay under this MOU are non-credit-bearing and do not confer any degrees. Participants shall not be considered enrolled students at Relay. Furthermore, participation in these programs does not lead to, nor qualify participants for, any form of certification or licensure. However, upon request by a participant, Relay agrees to provide a letter of attendance. This letter will detail the total number of hours attended by the participant at the conclusion of each term.

To ensure smooth operation of the PD:

Virtual PD	
Client Responsibilities	Relay Responsibilities
<ul style="list-style-type: none"> ● The Client will assign a point of contact to serve as project manager for the coordination of the PD schedule and logistical support. ● The Client will ensure computer access, strong internet, and video conferencing capability for all participants. ● The Client will ensure appropriate in-person venue, technology, and safety measures for any applicable in-person or hybrid sessions in accordance with applicable guidelines and regulations. ● The Client will review the Partner Checklist (to be provided) and complete the indicated actions ● The Client will ensure that all participants join in separate spaces with headphones to ensure the best audio quality. Participants should not be together in a room unless the room is equipped with conference room technology, and Relay is notified in advance. If separate spaces are not feasible in your building, we recommend that no more than 3 participants share 	<ul style="list-style-type: none"> ● Relay Faculty Members and Professional Education Staff will serve as lead designers, authors, and presenters of session materials. ● Relay Events and Operations will serve as Relay’s project manager for the coordination of the PD schedule and logistical support.



<p>the same room and that they spread out as much as possible to avoid echoes and feedback.</p> <ul style="list-style-type: none"> • The Client will provide a finalized attendance roster two (2) weeks before the session with names, emails, and roles. If the Client fails to provide a roster by this date, Relay reserves the right to reschedule the session for a later date subject to a 50% reschedule fee. • <Session Dependent> If needed, the Client will communicate information about pre-work, as determined by Relay, for sessions to participants. 	
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In-Person PD	
Client Responsibilities	Relay Responsibilities
<ul style="list-style-type: none"> • The Client will provide a point of contact for the day-of logistics • The Client will ensure the room is set up for instruction. <ul style="list-style-type: none"> ○ This includes, but is not limited to: tables, chairs, table numbers, name badges, name tents, and Audio Visual equipment such as a projector, screen, lavalier microphone, and speakers. • The Client will ensure computer access, power strips, and strong internet for facilitators and participants • The Client will provide a finalized attendance roster two (2) weeks before the session with names, emails, and roles. 	<ul style="list-style-type: none"> • Relay Faculty Members and Professional Education Staff will serve as lead designers, authors, and presenters of session materials. • Relay Events and Operations will serve as Relay’s project manager for the coordination of the PD schedule and logistical support.



<ul style="list-style-type: none">● If the Client prefers, the Client will provide printed copies of session resources.● The Client will provide food and beverage arrangements for PD session, if applicable● <Session Dependent> The Client will communicate information about pre-work, as determined by Relay, for sessions to participants.	
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Santa Clara County Office of Education

Mary Ann Dewan, Ph.D.
County Superintendent of Schools**Informational Bulletin***For Santa Clara School Districts***District Business and Advisory Services**

Bulletin: 24-023

Date: April 16, 2024

To: Charter School Administrators

From: Susan Ady, Director - District Business Services
Nghia Do, Advisor - District Business Services

Re: Direct Funded Charter School Retirement Reporting Agreement for Fiscal Year 2024-25

Deadline: July 1, 2024

The purpose of this bulletin is to remind all direct funded charter schools to submit the attached *Agreement for Charter School Retirement Reporting Services* together with the annual fee of \$3,000 for fiscal year 2024-25 on or before July 1, 2024. Please mail the check and signed agreement to:

Santa Clara County Office of Education
Attn: District Business & Advisory Services
1290 Ridder Park Drive, MC 252
San Jose, CA 95131-2304

The agreement and the fee are required for all direct funded charter schools that offer retirement benefits to their employees through the California State Teachers Retirement System (CalSTRS) and use the services of the Santa Clara County Office of Education (SCCOE) to process the monthly CalSTRS retirement reports.

To participate in the CalSTRS retirement program, 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, a 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 the CalSTRS plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teachers' Retirement Law shall apply (Education Code 47611).

Please distribute this memo within your District as deemed appropriate.



Memorandum of Understanding
between
Santa Clara County Office of Education
and
 Navigator Schools

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Navigator Schools (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: Andrew Huaracha

Title: Accounting and Finance Specialist

E-Mail: andrew.huaracha@navigatorschools.org

Phone: 831-217-4881

4. Duration of Agreement

This Agreement begins on July 1, 2024 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:
 - \$3,000 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

Santa Clara County  Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

Phone: _____

Email: _____

(Enter Agency Name):

By: 
Signature of Authorized Agency Official

Name: Ami Ortiz

Title: Director of Business & Finance

Date: 5-29-24

Address: 650 San Benito St, Ste 230

Hollister CA 95023

Phone: 831-217-4881

Email: ami.ortiz@navigatorschools.org

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____



San Benito County Office of Education

Krystal Lomanto, County Superintendent of Schools

460 Fifth Street | Hollister, California 95023 | (831) 637-5393 | FAX (831) 637-0140

Memorandum of Understanding For 2024-25 Payroll and Retirement Processing

This Memorandum of Understanding (MOU) is entered into between the **San Benito County Office of Education (SBCOE)** and **Hollister Prep/Navigator Schools (the District)**. This agreement constitutes the entire understanding of the parties with regards to payroll and retirement processing and reporting.


It is understood that the SBCOE provides retirement processing services to the District at a monthly cost of **\$150**. The District will be billed annually in the amount of **\$1,800**. Following are the roles and responsibilities of the two parties in regards to the performance of aforementioned services by the SBCOE:

SBCOE:

- Acts as liaison between the Santa Clara County Office of Education and the District for the processing of the District's retirement data
- Extracts and submits retirement data on behalf of the District and is not responsible for the accuracy of the reported data

DISTRICT

- Has sole responsibility for maintaining accuracy of retirement data
- Has sole responsibility for ensuring all corrections of retirement data submitted to the SBCOE are accurate and factual
- Understands the need for timely processing of retirement corrections and failure to do so may result in penalties and interest


Assistant Superintendent, Business
San Benito County Office of Education


Superintendent/Chief Business Official
Hollister Prep/Navigator Schools



Date: June 10, 2024

To: Board of Directors

From: Kirsten Carr

Subject: Expanded Learning Opportunities Program - Boys and Girls Club of Silicon Valley MOU

Summary

As we've shared with you before, through funding from the Expanded Learning Opportunities Program (ELOP), all four schools have been able to provide afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. While the current version of the Governor's budget includes full funding of ELOP, we are monitoring it closely for any changes.

For the past two years, the Boys & Girls Club of Silicon Valley (BGCSV) has provided services at GPS and HPS, the YMCA of Watsonville at WPS, and Hayward Collegiate was operated internally. The programs served 100-125 students each, helped to establish partnerships in each community, and created opportunities for future programming expansion.

The Region 5 leads providing oversight and support of the various ELOP programs in Monterey, San Benito, Santa Clara, and Santa Cruz counties visited the 3 Navigator schools in their region (HC is not in this region and has not had an official visit) and provided strengths and focus areas (see below).

Strengths:

- Numerous procedures in place to guarantee safety
- Scholars are provided nutritional snack choices
- Shared use of technology
- Navigator provides staff to support students with IEPs or Tier 3 needs
- Navigator provides staff to serve as liaison between program and day school

Areas of Focus:

- Ensuring priority students have access to programming
- Preparing for ELOP audit year
- Ensuring ELOP funds are used to provide creative expansions of the academic day

Watsonville Prep School used the 23-24 school year to slowly transition to an internally run program through strong collaboration with the Community Schools Program, WPS leadership, and YMCA staff. Staff has created a program which meets ELOP guidelines, includes enriching activities for the children, and provides consistency for families and scholars.

Hayward Collegiate continued to run a strong program with staff creating a robust schedule of activities, partnered with Playworks to establish enriching clubs, and hired group leaders with ties to the church which led to additional partnership opportunities.

With the staffing change of ELOP Coordinator to Community Engagement Manager, capitalizing on the collaboration between Community Schools and ELOP efforts, those areas of focus, plus areas highlighted by staff will be priorities this school year. Those additional areas include curriculum collaboration,

building an afterschool enrichment program, and continued collaboration to provide a Navigator experience for scholars from the moment they enter campus to the moment they leave.

Analysis

BGCSV, with support and training from Navigator Schools has provided a strong option for our families in Gilroy and Hollister. The BGCSV is deeply familiar with ELOP program requirements and is providing ELOP programs to several Alpha and Rocketship sites in San Jose. The BGCSV leadership has committed to staff professional development through Navi 101 and local leaders have established relationships with current Navigator staff. The collaboration between site staff and program staff will continue to strengthen to best support the needs of all Navigator students. Staff will use the 2024-25 school year to plan for all programs to be run internally in future years.

The current proposal is to serve 100 students each at Gilroy Prep and Hollister Prep. If the demand exceeds 100 students, BGCSV is prepared to scale up the staffing to serve more students at an additional cost. The proposed costs of the program are outlined below:

Program Costs, Boys and Girls Club of Silicon Valley

School	180 school days and 25 intersession
GPS	346,000
HPS	346,000

Recommendation for 2024-2025

It is recommended the Board authorize the CEO to execute the attached Memorandum of Understanding between Navigator Schools and the Boys and Girls Club of Silicon Valley.

Attachment

-Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING (MOU) 2024-2025
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT**

By this Agreement made and entered into on _____ (“Effective Date”) between NAVIGATOR SCHOOLS (hereinafter referred to as **NAVIGATOR**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this Agreement shall commence on August 1, 2024 (the “Commencement Date”) and shall expire on June 30, 2025, unless extended or sooner terminated in accordance with the terms of this Agreement. Regardless of the date of execution of this Agreement, this Agreement is effective as of the Commencement Date.

B. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Locations

- PROVIDER will operate programs at the following locations:

Gilroy Prep
277 IOOF Avenue
Gilroy, CA 95020

Hollister Prep
881 Line Street
Hollister, CA 95023

Hours of Operation

- PROVIDER will ensure that the Program will operate every regular school day during the regular school year for 180 after school days and 30 intersession days during the first week in July (5), February break (5), spring break (5) and the first three weeks of summer break (15) prior to June 30, 2025. The program hours are after school beginning immediately upon the conclusion of the regular school day until 6:00 p.m. and during intersession days from 8:00 a.m. to 5:00 p.m. or 8:30 a.m. to 5:30 p.m.
- **EXCLUSIONS:** PROVIDER is allowed to close up to three days for training purposes as allowed by California Department of Education (CDE) guidelines. Proper notification of at least three weeks in advance will be given to NAVIGATOR staff, students, and families.

Early Release Policy

- PROVIDER will use an agreed upon Early Release policy and apply it on a student-by-student basis. Although students may be released early based on the established policy, the program must remain open until 6:00 p.m. on after school days.

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:10 for students in transitional kindergarten and kindergarten and 1:20 for students grades in grades 1-8. Enrollment for the program will be up to 100 students.

- The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:
 - An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
 - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, sports leagues, career-technical education, prevention activities, and special events. Other learning support opportunities may include service-learning and mentoring.
 - When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school. NAVIGATOR has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.
- The program will offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. PROVIDER will distribute snacks from NAVIGATOR's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

Enrollment Process/Priority

- PROVIDER will work collaboratively with the school principals in using NAVIGATOR's established criteria and process for the enrollment of students. Students will be enrolled in the following order:
 - First priority for enrollment is given to students who are identified in the NAVIGATOR's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
 - Second priority will be given to students who are identified in the NAVIGATOR's student information system as qualifying for free or reduced price lunch and as an English learner.
 - Third priority will be given to students who are identified in the NAVIGATOR's student information system as qualifying for free or reduced price lunch, but not English learners
 - Fourth priority will be for English learners who do not qualify for free or reduced price lunch.
- The school principals may decide to open enrollment to other students depending on individual cases with mitigating factors.

Staffing/Hiring

- Minimum staff to student ratio is 1:10 for transitional kindergarten and kindergarten and a minimum staff to student ratio is 1:20 for students in grades 1-8.
- PROVIDER will do its own hiring and training of such staff and work collaboratively with the site principals to align the goals and needs of the specific school.

Attendance/Behavior Management

- PROVIDER will take daily attendance and check the school's Daily Attendance Report (provided by Office Manager). PROVIDER will call parents/families of any student who was present during the regular school day but absent from the Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.
- PROVIDER will check the school site's Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- PROVIDER will maintain an average daily attendance of 85percent of the maximum total (e.g., 85 of 100 students).
- PROVIDER will be responsible for training its staff on behavior management and will work collaboratively with the school's staff and principal to align the behavior expectations. PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the Program for students who are consistently absent or not following guidelines. Any such actions will be communicated to the school.

Data Collection & Reporting

- PROVIDER will work collaboratively with NAVIGATOR to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs. Due dates to NAVIGATOR are as follows:
 - 10 business days before January 31 (and 10 business days before July 31 for the **semi-annual attendance reports**;
 - 10 business days before October 31, 10 business days before January 31, 10 business days before April 30 and 10 business days before July 31 for the **quarterly expenditure reports**;
 - 40 business days (approximately 8 weeks) before October 15 for the **annual evaluation reports**.
- PROVIDER will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and NAVIGATOR (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep financial and attendance records for five years and will provide access upon request. PROVIDER will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to NAVIGATOR according to the specified time line above.
- PROVIDER will complete and return daily the snack production records to Child Nutrition Services.

Program Effectiveness

- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of the NAVIGATOR and school.

Facilities

- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of NAVIGATOR property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by NAVIGATOR's Maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.)

C. NAVIGATOR SCHOOLS OBLIGATIONS: For the period of this Agreement, NAVIGATOR shall provide the following:

Enrollment Process/Priority

- First priority for enrollment is given to students who are identified in NAVIGATOR's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
- NAVIGATOR will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students.
- NAVIGATOR will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

Attendance/Behavior Management

- The school Office Manager will provide Daily Attendance Reports in PROVIDER's mailbox.
- The school staff and principals will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting

- NAVIGATOR will work collaboratively with PROVIDER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs.
- NAVIGATOR will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Program Effectiveness

- NAVIGATOR will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the Program to align with NAVIGATOR and school goals.
- NAVIGATOR will include PROVIDER's staff in appropriate staff development (e.g., behavioral interventions, social-emotional wellness methods, language arts, math, etc.).

Facilities

- The physical locations where the Program is implemented will be designated as the program sites.
- NAVIGATOR will provide space as needed, to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms.
- NAVIGATOR will provide technology (i.e., student-assigned devices) for student use and internet and telephone for both staff and student use with PROVIDER adhering to NAVIGATOR's staff and student

use of technology policies with PROVIDER responsible for replacement of lost, damaged or stolen equipment.

- NAVIGATOR will provide secure space for the storage of PROVIDER's office supplies, program supplies and PROVIDER's employees' personal effects.
- NAVIGATOR will provide office/desk space for PROVIDER's Regional Director, each school site's respective Unit Director and Assistant Unit Director, if applicable.
- NAVIGATOR will provide access to non-exclusive use of the parking lot located on school site.
- NAVIGATOR will provide all water, electricity, lighting, heating, and trash removal service.
- NAVIGATOR will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).
- NAVIGATOR will provide security, i.e., process of securing buildings and school alarms as necessary.
- NAVIGATOR will provide access codes and alarm codes for each location. PROVIDER shall be responsible for any damage, theft, fire, death, personal injury, fines, or penalties resulting from PROVIDER's use thereof. PROVIDER acknowledges and agrees building access and alarm codes are highly confidential and agrees to handle such information accordingly.
- NAVIGATOR will provide access to or will assign NAVIGATOR Equipment, which may include but is not limited to keys, key-fobs, and front office equipment ("Equipment"). PROVIDER understands and acknowledges PROVIDER is responsible for the Equipment issued to PROVIDER; PROVIDER will use the Equipment in the manner intended; PROVIDER is responsible for any damage done to Equipment, normal wear and tear excepted. Upon termination of this Agreement, PROVIDER shall return all Equipment in proper working order, normal wear and tear excepted.

D. COMPENSATION: For the full performance of this Agreement for no more than 100 students enrolled per location, NAVIGATOR shall pay PROVIDER \$692,000 as follows: \$346,000 (Gilroy Prep) and \$346,000 (Hollister Prep).

E. PAYMENT TERMS: Payment to be made as follows:

NAVIGATOR shall pay PROVIDER in ten equal monthly installments beginning with the execution of this Agreement. PROVIDER shall submit an invoice on the first day of each month to generate payment. Payment shall be paid within two business weeks of date of invoice.

Billing Address:

NAVIGATOR Schools

Attn: Ami Ortiz, Director of Business and Finance

Address: 650 San Benito Street, Suite 230, Hollister, CA 95023

F. PERIOD OF MOU: PROVIDER's work as specified in this Agreement shall commence on July 1, 2024 and shall be completed on or before June 30, 2025.

G. INSURANCE: Reference General Terms and Conditions, G.2.

The evidence of insurance is attached.

H. GENERAL TERMS AND CONDITIONS:

1. **INDEMNIFICATION:** PROVIDER agrees to indemnify, defend, and save harmless NAVIGATOR, its directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of NAVIGATOR. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement. This indemnification obligation is not limited in anyway by any limitation on the amount or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. **INSURANCE:** PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as set forth in Exhibit A herein to assure compliance with the Indemnification provision, herein above. NAVIGATOR shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide Certificates of Insurance reflecting policies of insurance and NAVIGATOR'S additional insured status to NAVIGATOR prior to commencing any services.

3. **NON-DISCRIMINATION:** No discrimination shall be made in the employment of persons under this Agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. **CONFLICT OF INTEREST:** Before executing this Agreement, PROVIDER shall disclose to NAVIGATOR the identities of any board member, officer, or employee of NAVIGATOR, or relatives thereof, who PROVIDER knows or should know will have any financial interest resulting from this Agreement.

5. **LICENSE AND AUTHORITY:** PROVIDER will maintain all necessary licenses during the term of this Agreement. If other than a natural person, PROVIDER is duly authorized to enter into this Agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this Agreement.

6. **EQUIPMENT:** PROVIDER will provide all necessary equipment to render his/her services pursuant to this Agreement, unless otherwise agreed to by the parties.

7. **USE OF ADDITIONAL WORKERS BY PROVIDER:** PROVIDER may, at PROVIDER's own expense, employ additional workers or other PROVIDERS as necessary for the completion of this Agreement and shall maintain workers' compensation insurance as required by state law. NAVIGATOR shall not control, direct, or supervise PROVIDER's additional workers or PROVIDERS in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or PROVIDERS and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. PROVIDER shall not hire employees of NAVIGATOR for performance of this Agreement.

8. ASSIGNMENT: Without the prior written consent of NAVIGATOR, this Agreement is not assignable by PROVIDER.

9. SUCCESSORS AND ASSIGNS: This Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with NAVIGATOR pupils until such time as PROVIDER has verified in writing to the governing board of NAVIGATOR that such employee has not been convicted of a felony as defined in Education code 45125.1. PROVIDER's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the NAVIGATOR and/or acting as independent PROVIDERs of PROVIDER. Verification of compliance with this section shall be provided in writing to NAVIGATOR prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with PROVIDER or NAVIGATOR a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this Agreement are authorized without the prior written consent of NAVIGATOR.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the Agreement.

15. TERMINATION: Either party may terminate this Agreement upon sixty days advance written notice. NAVIGATOR will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this Agreement or terminate Agreement prior to the compensation date. In the event of such termination, NAVIGATOR may proceed with the work in any manner deemed proper by NAVIGATOR. The cost to NAVIGATOR shall be deducted from any sum due PROVIDER under this Agreement.

16. SEVERABILITY: In the event any portion of this Agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this Agreement which shall remain in full force and effect.

17. **AMBIGUITY:** The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. **COPYRIGHT:** Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of NAVIGATOR.

19. **EXPENSES:** PROVIDER will use the 85percent of the grant’s total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of NAVIGATOR.

20. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this Agreement, PROVIDER certifies that no one who has or who will have any financial interest under this Agreement is an officer or employee of NAVIGATOR. Additionally, as the Contractor/PROVIDER is not a NAVIGATOR employee, NAVIGATOR is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

I. COMMUNICATIONS: Communications between the parties to this Agreement may be sent to the following addresses:

NAVIGATOR

Navigator Schools
Attn:
Address: 650 San Benito Street, Suite 230
Hollister, CA 95023

PROVIDER

Boys & Girls Clubs of Silicon Valley
Attn: Steve Wymer, CEO
Address: 15 West San Fernando Street
San Jose, CA 95113

J. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This Agreement constitutes the entire understanding of the parties. PROVIDER’s signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

NAVIGATOR:

NAVIGATOR SCHOOLS
By:

Name:
Title:
Date:

PROVIDER:

Boys & Girls Clubs of Silicon Valley
By:



Name: Steve Wymer
Title: CEO
Date: 05/29/2024

**NAVIGATOR SCHOOLS
WORKERS' COMPENSATION INSURANCE
PROVIDER'S
CERTIFICATE OF EXEMPTION**

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-PROVIDER's employees, all in compliance with State laws.

I agree to fully protect NAVIGATOR SCHOOLS for any and all injury and death claims arising out of the work performed for NAVIGATOR. I agree to indemnify NAVIGATOR for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature:  _____

05/29/2024

Name: Steve Wymer
Title: Chief Executive Officer
Address: 518 Valley Way
City, State: Milpitas, CA 95035
Phone: 408-957-9685

**EXHIBIT A
INSURANCE**

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this Agreement.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and NAVIGATOR shall maintain limits no less than:

1. Commercial General Liability: \$1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and
2. Automobile Liability: \$1,000,000 combined single limit per accident for bodily injury and property damage; and
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of \$1,000,000 per accident.
4. Cyber Liability: \$2,000,000 limit/aggregate with \$5,000 retention for First and Third Party Liability.
5. Abusive Conduct (including but not limited to sexual molestation) Liability: \$1,000,000 occurrence/\$2,000,000 aggregate.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by NAVIGATOR's Risk Manager. At the option of NAVIGATOR, either; the insurer shall reduce or eliminate such deductibles or

self-insured retentions as respects NAVIGATOR, its officers, employees, agents and PROVIDERS; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by NAVIGATOR's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages

a. NAVIGATOR, its officers, employees, agents and PROVIDERS are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to NAVIGATOR, its officers, employees, agents and PROVIDERS.

b. PROVIDER's insurance coverage shall be primary insurance as respects NAVIGATOR, its officers, employees, agents and PROVIDERS. Any insurance or self-insurance maintained by NAVIGATOR, its officers, employees, agents or PROVIDERS shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERS are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, NAVIGATOR; products and completed operations of NAVIGATOR; premises owned, leased or used by NAVIGATOR; and automobiles owned, leased, hired or borrowed by NAVIGATOR. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERS.

c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided NAVIGATOR, its officers, employees, agents, or PROVIDER's.

d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages

Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after ninety (90) days' prior written notice has been given to NAVIGATOR.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Attn: Ami Ortiz, Director of Business and Finance

Address: 650 San Benito Street, Suite 230, Hollister, CA 95023

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish NAVIGATOR with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following address or any subsequent address as may be directed in writing by NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Attn: Ami Ortiz, Director of Business and Finance
Address: 650 San Benito Street, Suite 230, Hollister, CA 95023

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor under similar limits of coverage.

DRAFT

PROFESSIONAL SERVICES AND CONFIDENTIALITY AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into beginning July 1, 2024, by and between Larson Communications (“Larson”) and Navigator Schools (“Navigator”) with respect to the following facts:

RECITALS

- A. Navigator is a non-profit entity qualified to do business under the laws of the State of California.
- B. Larson is engaged in the business of communications and wishes to provide services to Navigator.
- C. Navigator wishes to retain Larson on a non-exclusive basis to provide services to Navigator pursuant to the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual covenants in this Agreement and for other good and valuable consideration, it is agreed as follows:

1. Term and Termination.

The term of the Agreement shall commence on July 1, 2024 and will conclude on June 30, 2025, subject to renewal. Either party may terminate the Agreement at any time with 60 days written notice. No additional payment or compensation shall be required or forthcoming to Larson upon termination. This Agreement supersedes all prior agreements.

2. Confidential Information.

Navigator’s Confidential Information includes but is not limited to: trade secrets, inventions, Navigator’s business development activities, proprietary information, personal information about Navigator, their business, business model, customers, suppliers, vendors, clients and employees not being generally known to the public. Larson acknowledges that many aspects of the business and affairs of Navigator are confidential and that Larson heretofore had or will have access to certain commercial and other confidential, private information relating to or concerning Navigator. Larson acknowledges that all Confidential Information is exclusively owned and controlled by Navigator.

- a. Larson expressly agrees that it shall not, directly or indirectly, verbally or otherwise, either during or after the performance of services for Navigator, disclose, publish, reveal, disseminate, or cause to be disclosed, published, revealed, or disseminated, without the prior express written consent of Navigator any Confidential Information whatsoever.
- b. Larson acknowledges and agrees that any disclosure of Confidential Information will cause irreparable harm to Navigator and that these damages are not susceptible to measure. In the event of a breach or threatened breach of this Agreement, Larson and Navigator hereby agree that any remedy at law for any breach or threatened breach of this Agreement will be inadequate and, accordingly, each party hereby stipulates that Navigator is entitled to obtain injunctive relief for any such breaches or threatened breaches, without the need to prove actual damages or for the posting of a bond or other undertaking.
- c. Larson understands that this Confidential Information provision is a material term of this Agreement and any breach of this provision shall be considered a material breach and shall survive termination of the Agreement. Within 24 hours after termination of this

Agreement or within 24 hours after any notice of termination of this Agreement is given, Larson shall return all Confidential Information, Navigator Property and/or Proprietary Information to Navigator.

3. Duties.

Larson is engaged as a communications consultant, on a non-exclusive basis to provide services to Navigator.

- a. Larson shall have the right to sell its services to any other company or entity, provided that such activities do not interfere with the performance of Larson's duties hereunder and such services do not conflict with Navigator's interests or the interests of Navigator's clients.
- b. Navigator shall have no right to control the manner or the means by which Larson performs services for Navigator. Navigator shall not be required to make available to Larson any facilities or equipment.
- c. The duties and services of Larson shall include deliverables specifically but not limited to the following:
 - a. Annual plan
 - b. Messaging refresh
 - c. Proactive communications campaigns
 - d. Thought leadership development including conference support
 - e. Strategic counsel
 - f. Long-lead time story development
 - g. Continuous pitching and rapid media responses
 - h. Stakeholder Communications
 - i. Development Outreach Communications
 - j. Expansion support (limited)
 - k. Crisis communications engagement (as needed)
- d. Any additional duties or responsibilities asked of Larson by Navigator may be separately scoped at both Navigator's and Larson's agreement.
- e. Larson shall communicate with Caprice Young or her Navigator-specified designee(s), for all purposes relating to this Agreement.
- f. Larson may hire or contract with other people to fulfill the obligations under this Agreement, as Larson deems necessary. Larson understands, however, that this Agreement is with Larson alone, and that Larson is solely responsible to see that its terms are met. Larson is solely responsible, also, for payments to anyone else with whom Larson hires or with whom Larson may contract.

4. Compensation.

- a. Larson and Navigator agree that this Agreement is adequately supported by the material covenants and agreements expressed herein.
- b. Navigator shall pay Larson a minimum monthly amount for services known as the monthly retainer. The purpose of the monthly retainer is to provide discounted professional

services in exchange for a commitment from Navigator to a minimum discounted monthly fee. The monthly retainer of \$10,000.00 is due on the beginning of each month, in advance of that month, beginning in July 2024, with the final payment in June 2025. This fee will entitle Navigator to 55 hours per month in discounted professional services to carry out the scope of work outlined in paragraph 3, Duties. Payment shall be submitted to Larson upon e-mail receipt of invoice at the end of each month either through ACH deposit or to:

Larson Communications
Attn: Gary L. Larson
32158 Camino Capistrano
Suite A-108
San Juan Capistrano, CA 92675

c. Larson and Navigator agree that the monthly retainer entitles Navigator to utilize hourly services from Larson at the discounted rates. If Larson's services at the discounted rates exceed the 55 monthly hours on this Agreement, then Navigator is to pay Larson for additional hours at Larson's standard hourly rates of \$225 per hour.

d. A late payment fee of 1.5% per month will be charged on all unpaid balances over 60 days from the date of the invoice.

5. Expenses.

It is understood and acknowledged by the parties that Larson, in connection with the services to be performed by Larson for Navigator, may be authorized by Navigator to expend monies for business expenses. It is expressly acknowledged that Larson shall bear all such expenses, and that Larson shall be entitled to reimbursement or allowance for expenses authorized by Navigator, with Navigator's advanced approval.

6. Ownership of Inventions.

Larson agrees to communicate to Navigator as promptly and fully as practicable all Inventions conceived or deduced at any time during its relationship with Navigator. Larson hereby assigns to Navigator and/or its nominees all right, title and interest in such Inventions, and all right, title and interests in any patents, copyrights, patent applications, or copyright applications based thereon. Larson will assist Navigator and/or its nominees at any time and in every proper way to obtain for its and/or their own benefit, patents and copyrights for all such Inventions anywhere in the world and to enforce its and/or their rights in legal proceedings.

7. Independent Contractor Status.

Larson is retained by Navigator only for the purposes and to the extent set forth in this Agreement, and Larson's relationship to Navigator shall be that of an independent contractor. Larson shall be free to dispose of such portion of Larson's entire time, energy and skill during regular business hours, as Larson is not obligated to devote hereunder to Navigator, in such manner as Larson sees fit, and to such person, firm or entity as Larson deems advisable. Larson shall not be considered under this Agreement as having employee status or as being entitled to participate in any plans, arrangements or distributions by Navigator pertaining to or in connection with any pension, stock, bond or profit sharing plan or any other similar fringe benefit for Navigator's regular employees. The relationship between Larson and Navigator is that of independent contractor under a "work for hire" arrangement.

All work product developed by Larson shall be deemed owned and assigned to Navigator. This Agreement is not authority for Larson to act for Navigator as its agent or make commitments for Navigator. Larson will not be eligible for any employee benefits, nor will Navigator make deductions from fees to the consultant for taxes, insurance, bonds or the like. Larson retains the discretion in performing the tasks assigned, within the scope specified.

8. Conduct by Larson.

Larson agrees to conduct Larson's business in a reputable manner and agrees to comply with all federal, state and municipal laws, rules and regulations. Larson, or anyone engaged directly or indirectly by Larson, shall have all required permits, licenses and government approvals from the appropriate jurisdiction necessary to perform the services. Larson, or anyone engaged directly or indirectly by Larson, shall not act inappropriately, including but not limited to, giving gifts or seeking or giving favors to or from Navigator's employees. Larson shall notify Navigator if it becomes aware of any inappropriate act, or activities beyond the scope of the services contemplated by this Agreement, of its employees or others directly or indirectly engaged by it, or Navigator's employees.

9. Conduct by Navigator.

Larson appreciates the opportunity to serve Navigator. Larson expects that Navigator recognizes the substantial investment in recruiting and training its team to properly and effectively serve Navigator. In order to protect that investment, Navigator agrees that during the term of this Agreement and for a period of one year following the termination of this Agreement, Navigator shall not induce any employee to terminate his or her employment with Larson in order to work, either directly or indirectly, for or on behalf of Navigator.

10. Taxes.

Larson acknowledges that no federal or state withholding taxes, FICA, SDI, or other employee payroll taxes or deductions are made with respect to compensation paid to Larson pursuant to this Agreement. Larson is responsible for all such taxes, and agrees to report for federal and state income all such compensation, and to pay all taxes due thereon and to indemnify, defend and hold Navigator harmless in the event that any claims made by any taxing authority, by reason of Larson's failure to properly pay any and all taxes which are due in relation to the services provided pursuant to this Agreement.

11. Indemnification.

Larson indemnifies and holds harmless Navigator, their officers, directors, employees, agents and counsel, from and against any and all liabilities, losses, damages, claims, causes of action, judgments, suits, penalties, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance by Larson or its employees or agents of the services provided pursuant to this Agreement, provided that nothing herein shall be construed to require Larson to indemnify Navigator from or against the negligent acts of Navigator or its employees.

Navigator indemnifies and holds harmless Larson, their officers, directors, employees, agents and counsel, from and against any and all liabilities, losses, damages, claims, causes of action, judgments, suits, penalties, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance by Larson or its employees or agents of the services provided pursuant to this Agreement, provided that nothing herein shall be construed to require Navigator to indemnify Larson from or against the negligent acts of Larson or its employees.

This paragraph 11, Indemnification, shall survive termination of the agreement.

12. General Terms and Conditions.

- a. This Agreement constitutes the entire agreement between Larson and Navigator. No amendment or modification of this Agreement shall be effective unless executed in writing by both Navigator and Larson.
- b. This Agreement shall not be assigned without the prior written consent of Navigator.
- c. This Agreement may be amended, modified or supplemented only by a writing executed by each of the parties, and executed by Navigator. Either party may in writing waive any provision of this Agreement to the extent such provision is for the benefit of the waiving party. No waiver by either party of a breach of any provision of this Agreement shall be construed as a waiver of any subsequent or different breach, and no forbearance by a party to seek a remedy for noncompliance or breach by the other party shall be construed as a waiver of any right or remedy with respect to such noncompliance or breach.
- d. In the event that Larson believes that Navigator is in breach of this Agreement, Larson shall give written notice of the alleged breach to Navigator and Navigator shall have twenty days to cure any breach.
- e. If any provision of this Agreement is determined to be invalid, unenforceable or void, the remainder of this Agreement shall remain in full force and effect.
- f. The prevailing party in any proceeding brought to enforce, interpret or apply any provision of this Agreement, shall be entitled to recover all costs and expenses of the proceeding and investigation, including its actual attorneys' fees.

The undersigned persons are authorized by the parties hereto sign this agreement and have read and fully understand the foregoing and it is their intent to be bound by the terms and conditions hereof:

Gary L. Larson
President
Larson Communications

Dr. Caprice Young
Chief Executive Officer
Navigator Schools

AMENDED LEASE AGREEMENT

This Amended Lease Agreement ("Amended Lease") is made effective on July 1, 2024 ("Effective Date") and is made by and between GOOD SHEPHERD LUTHERAN CHURCH, a California non-profit religious corporation ("Lessor" or "Church") and NAVIGATOR SCHOOLS, a California nonprofit public benefit corporation ("Lessee" or "Navigator".)

RECITALS

- WHEREAS, on or about February 13, 2019, Church and Hayward Collegiate, a California public charter school, entered into that certain Lease Agreement concerning the portions of the property located at 166 W. Harder Road, Hayward, California (the "Property");
- WHEREAS, said Lease Agreement was subsequently amended on or about April 21, 2021, and subsequently amended again on or about March 15, 2022;
- WHEREAS, Hayward Collegiate merged with Navigator, a charter management organization which operates several California public charter schools, as the surviving corporation, with the merger being effective on July 1, 2022;
- WHEREAS, on July 1, 2023, Church and Navigator entered into that certain Amended Lease concerning the Property;
- WHEREAS, on August 22, 2023, Church and Navigator entered into that certain Letter of Intent concerning certain improvements to the Property; and
- WHEREAS, Church and Navigator wish to enter into this Amended Lease pursuant to the terms and conditions of said Letter of Intent.

NOW THEREFORE, Lessee and Lessor agree as set forth below.

AGREEMENT

ARTICLE 1. LEASED PREMISES

Church agrees to lease to Navigator for the purposes of operating a California public charter school, that certain portion of Church facility located at 166 W. Harder Road, Hayward, California, known as: Classrooms 1,2,3,4, 5, & 6; the associated child play area located between the classroom building and Gading

Road; and, the play area adjoining the parking area. Lessee shall also be entitled to use restroom facilities in the building designated Boys and Girls on a shared basis with Lessor. Each agrees to maintain the restrooms in a clean and sanitary manner.

The following specific areas are included in this Amended Lease:

- a) exclusive use Monday to Friday of the "pass-through office" that is next to the kitchen;
- b) exclusive use of the space adjacent to the "pass-through lunch prep area";
- c) exclusive use of the meeting room off the Social Hall that is between the stage and Harding Road;
- d) exclusive use of the kitchen Monday to Friday, 6am to 5pm, with dedicated storage space over the weekend;
- e) exclusive use of the Social Hall, Monday to Friday, 6am to 5pm, including the Social Hall foyer, and the office space located off the Social Hall foyer;
- f) shared use of restrooms Monday to Friday, 7am to 5pm, that are located off of the foyer outside the sanctuary;
- g) exclusive use of the nursery classroom Monday to Friday 6:00 am - 6:00 pm that is located off of the foyer outside the sanctuary;
- h) exclusive use of the conference room Monday to Friday 6:00 am - 6:00 pm that connects to the nursery classroom located off of the foyer outside the sanctuary;
- i) exclusive use of the office that is located between the boys restroom and the main office; and,
- j) shared use of the eastern wing of the sanctuary, with the school's exclusive use Monday to Friday, 7am to 5pm on school days (the "Leased Premises".)

ARTICLE 2. TERM OF LEASE

This Amended Lease shall terminate on June 30, 2034, unless Lessee exercises the option(s) as set forth in Article 20 below, and in such event, this Amended Lease shall terminate at the end of the option(s) period(s). The parties can meet in good faith at any time to discuss their respective intent to modify, terminate, or extend the terms and conditions of this Amended Lease.

ARTICLE 3. RENT

Lessee shall pay Lessor rent and utilities in the amount of \$18,573 per month from the Effective Date of this Amended Lease to June 30, 2025, with 3% annual increases commencing on July 1 of the subsequent 12-month period, and thereafter

until the conclusion of the term set forth in Article 2, above. Said monthly rent payments shall be payable on or before the third day of each and every month, when due, to Good Shepherd Lutheran Church, 166 W. Harder Road, Hayward, California 94544. Lessor and Lessee understand and agree that the rent stated herein shall apply during the entirety of the term of this Amended Lease, subject to the terms set forth in Article 20, below. Rent shall not increase in the event that Lessee removes Lessee's Contingencies as set forth in Article 6, below.

ARTICLE 4. LESSEE'S IMPROVEMENTS

Lessee shall have the right to construct three modular classrooms totaling approximately 3,000 square feet on the Property in the play area adjoining the parking area. This includes related site improvements and utility installations as shown in Exhibit A, which may be subject to modifications required by governmental agencies throughout the approval process. Lessee must comply with all requirements of relevant governmental entities for construction. The Landlord will cooperate with Lessee in filing related applications and supporting documents, and grant any required public utility and access easements. Upon completion of these improvements, they will become part of the Leased Premises according to Article 1 above. At the end of this Amended Lease, these classrooms and related site improvements will become property of the Lessor.

ARTICLE 5. INSPECTION PERIOD

Lessee shall have until June 30, 2024 to remove the contingencies set forth in Article 6, below, and to conduct all inspections and studies necessary in Lessee's sole discretion to evaluate the environmental and physical condition of the Property and the feasibility of Lessee's intended improvements. During this time, Lessee shall be granted right of entry upon the Property for the purpose of conducting tests and inspections of the Property. Said right of entry shall extend to any and all of Lessee's agents and to any and all governmental entities requiring access to the Property for approval purposes. Lessee shall notify Lessor in writing of its decision concerning removing Lessee's Contingencies as set forth in Article 6, below, on or before the expiration of this inspection period.

ARTICLE 6. LESSEE'S CONTINGENCIES

Lessee's obligation to construct Lessee's Improvements as set forth in Article 4, above, shall be contingent upon Lessee removing the following contingencies prior to the expiration of the Inspection Period as set forth in Article 5, above:

- A. Governmental Approvals. Lessee shall have obtained all requisite approvals from any and all governmental entities with jurisdiction over the over the construction of Lessee's improvements consistent with this Amended Lease, including but not limited to, the City of Hayward, the County of Alameda, and the Alameda County Office of Education. Lessor shall cooperate with Lessee in completing and submitting any documentation related to Lessee's requisite approvals;
- B. Financing: Lessee shall have obtained a binding commitment from an institutional lender acceptable to Lessee for the financing of the construction of Lessee's improvements consistent with this Amended Lease and on terms and conditions acceptable to Lessee in its sole discretion;
- C. Title Insurance: Lessee shall have obtained a binding commitment from a title insurance company acceptable to Lessee for an ALTA extended coverage policy of title insurance (together with all endorsements required by Lessee's construction lender) insuring Lessee's leasehold interest in the Leased Premises; and
- D. Approval of Testing/Inspections: Lessee's inspections and studies to evaluate the environmental and physical condition of the Property and the feasibility of Lessee's intended improvements shall be satisfied, in Lessee's sole discretion.

ARTICLE 7. USE OF PREMISES

Use: The Leases Premises shall at all times be used solely for the purpose of operating a California public charter school and extended day-care activities related directly to such operation.

Operation: Except as set forth in Article 1, above, the hours of operation shall be Monday to Friday, 6am to 6pm, except for legal holidays (but including school holidays which are not legal holidays.) The parties agree to meet in good faith to discuss additional days and/or times, with or without increased cost to Lessee. Lessor understands that Lessee is required to use the Leased Premises to conduct its public board meetings which occur occasionally and which require the use of the Leased Premises later than 6:00pm.

Hazards: Lessee shall not commit or permit the commission of any acts on the premises nor use or permit the use of the premises in any manner that will increase the existing rates for or cause the cancellation of any fire, liability, or other insurance policies insuring the entire church or any part thereof. In the event of any rate increase in insurance as a result of Lessee's acts, it is understood by the Lessee

that they will assume the cost of any such increase through an adjustment of rent and will be notified of said adjustment at least sixty (60) days in advance.

Waste/Nuisance: Lessee shall not commit or permit the commission by others of any waste on or about the Leased Premises or commit or permit the use of the Leased Premises for any unlawful purpose.

Compliance With The Law: Lessee shall, at Lessee's own cost and expense, comply with all requirements of all governmental entities relating to Lessee's use of the Leased Premises, whether such statutes, ordinances, regulations and requirements are now in force or hereinafter enacted.

ARTICLE 8. UTILITIES AND LAWN CARE

The monthly rent includes an additional \$1000 to cover all utilities such as water, sewage, electricity, and gas expenses from July to June each year. If the cost of utilities exceeds \$13,000, the lessor will provide copies of the bills and Navigator will pay 75% of the amount over \$13,000.

Lessee shall provide furnishing for the classrooms and will maintain the open lawn areas inside the school area. The enclosed playground area is the responsibility of Lessee along with telephone service and any additional public utilities used by Lessee.

ARTICLE 9. MAINTENANCE, ALTERATION, AND REPAIRS

It is understood that from time to time minor alterations, installations, and repairs will be handled by Lessee for their school operation.

Maintenance: Lessee shall at own cost and expense keep and maintain all portions of the Leased Premises, except as set forth herein. Lessor shall maintain lawn areas outside the school area, the roof, the structural walls, and shared Boys and Girls bathrooms. Lessor shall be responsible for proper operation and maintenance of electrical systems, plumbing systems, the heating, ventilation, and air conditioning (HVAC) systems, and pest control throughout the Leased Premises. In the event that repairs are a result of the Lessee's negligence, Lessee shall be responsible to provide for the resulting repairs. In the event that Lessor does not timely provide necessary repairs for repairs that are not the result of Lessee's negligence, Lessee

shall be entitled to make the necessary repairs and deduct said costs from its rent obligations.

Alterations and Liens: Lessee shall not make or permit any other person to make any alterations or changes of any kind to the Leased Premises without the prior written consent of Lessor, which shall not be unreasonably withheld. Lessee shall keep the premises free and clear from any and all liens, claims, and demands for work performed, materials furnished, or operations conducted on the Leased Premises. Lessee's alterations, additions, improvements, or fixtures, including the Lessee's Improvements as set forth in Article 4, above, shall remain on the Property after termination of this Amended Lease; provided, however, that Lessor shall have the right to require Lessee to remove all such alterations, additions, improvements, or fixtures at Lessee's expense.

ARTICLE 10. INDEMNIFICATION

10.1 Lessee shall indemnify, defend, protect, and hold Lessor harmless from any and all claims, losses, damages, liability, and costs (including reasonable attorneys' fees) incurred in connection with or arising from any cause in, on or about Lessee's Improvements as set forth in Article 4, above, any violation of any of the requirements, ordinances, statutes, regulations or other laws by Lessee, or any breach of the terms of this Amended Lease by Lessee; provided that the terms of the foregoing indemnity shall not apply to the negligence or misconduct of the Lessor or Lessor's breach of any obligation under this Amended Lease. Should Lessor be named as a defendant in any suit brought against Lessee in connection with or arising out of the construction of Lessee's Improvements as set forth in Article 4, above, or its occupancy or use of the Leased Premises, Lessee shall have a duty to defend Lessor; provided, however, that Lessee shall not be liable for any costs or expenses arising from the Lessor's negligence or misconduct or from Lessor's breach of any obligation under this Amended Lease. This provision shall survive the termination of this Amended Lease.

10.2 Lessor shall indemnify, defend, protect, and hold Lessee harmless from any and all claims, losses, damages, liability, and costs (including reasonable attorneys' fees) incurred in connection with Lessor's violation of any of the requirements, ordinances, statutes, regulations or other laws, or any breach of the terms of this Amended Lease by Lessor; provided that the terms of the foregoing indemnity shall not apply to the negligence or misconduct of Lessee or Lessee's breach of any

obligation under this Amended Lease. This provision shall survive the termination of this Amended Lease.

ARTICLE 11. HAZARDOUS MATERIALS

11.1 Lessee shall comply with all applicable environmental laws relating to industrial hygiene and environmental conditions on, under, or about the Leased Premises, including but not limited to, air, soil, and ground water conditions. Lessee shall not use any hazardous materials on, under, or about the Leased Premises; provided, however, that Lessee may use normal and customary cleaning solutions and office supplies, so long as the use of those solutions and supplies are in quantities and in a manner wholly consistent with all applicable environmental laws; and further provided that Lessee may use normal and customary chemicals for classroom use, so long as the use of those chemicals are in quantities and in a manner wholly consistent with all applicable public school standards. Lessee shall not, nor shall Lessee allow, any party to transport, use, store, maintain, generate, manufacture, handle, dispose, release, or discharge any hazardous materials upon or about the Leased Premises in violation of environmental laws, nor permit any subtenant, employee, agent, invitees, or contractor to engage in such activities in violation of environmental laws upon or about the Leased Premises, during the term of the Amended Lease. Lessor represents that the Property, including but not limited to the Leased Premises, is safe for operations as a public school, that there are no hazardous materials on, under, or about the Property, including but not limited to the Leased Premises. Lessor shall be responsible for the remediation of any hazardous materials that were present on, under, or about the Property, including but not limited to the Leased Premises, prior to Navigator's and Hayward Collegiate's occupancy thereof.

11.2 Lessee shall indemnify, defend, protect, release, save and hold Lessor harmless from and against any and all claims arising from any breach of Lessee's obligations hereof, except to the extent caused by the negligence or misconduct of Lessor.

11.3 Lessor shall indemnify, defend, protect, release, save and hold Lessee harmless from and against any and all claims arising from any breach of Lessor's obligations hereunder, except to the extent caused by the negligence or willful misconduct of Lessee; and separately, for the presence and remediation of any hazardous materials that were present on, under, or about the Property, including but not

limited to the Leased Premises, prior to Navigator's and Hayward Collegiate's occupancy thereof.

11.4 All of the provisions of this Article 11 shall survive the termination of this Amended Lease.

ARTICLE 12. INSURANCE

12.1 Lessee shall secure and maintain the insurance as set forth below during the term of this Amended Lease: a) workers' compensation insurance in accordance with provisions of the California Labor Code; b) commercial general liability coverage of not less than \$2,000,000 for each occurrence; c) commercial auto liability coverage with limits of not less than \$1,000,000 combined single limit; and, d) professional educators errors and omissions liability coverage including sexual molestation and abuse coverage (if that coverage is not afforded elsewhere in the CGL or by separate policy) of not less than \$2,000,000 per occurrence.

12.2 Lessor shall secure and maintain the insurance as set forth below during the term of this Amended Lease: a) workers' compensation insurance in accordance with provisions of the California Labor Code; b) commercial general liability coverage of not less than \$2,000,000 for each occurrence including sexual molestation and abuse coverage (if that coverage is not afforded elsewhere in the CGL or by separate policy); and c) property insurance covering the loss, damage or destruction of the Leased Premises (except for the Lessee's Improvements.)

13. ESTOPPEL AND SNDA

Upon request by Lessee, Lessor will provide estoppel certificates and an SNDA (Subordination and Non-Disturbance Agreement) from any existing and future lienholders.

14. TAXES

Lessor shall be responsible for all real estate taxes and assessments assessed against the Leased Premises during the term of this Amended Lease. Lessee will be responsible for any increase in real estate taxes due to Lessee's Improvements as set forth in Article 4, above, or for any real estate taxes assessed against Lessee's leasehold interest in the Leased Premises. Lessee shall make an application to the County of Alameda for an exemption or reimbursement of any taxes assessed against Lessee's leasehold interest in the Leased Premises or Lessee's

Improvements as set forth in Article 4, above, and shall maintain that exemption throughout the term of this Amended Lease.

15. EARLY TERMINATION

Lessor understands that Lessee operates a California public charter school on the Leased Premises. Lessee's operative charter with the Alameda County of Education (or other authorizer at any time during the term of this Amended Lease) is a required condition of Lessee's right and ability to do so. Lessor agrees that if Lessee's charter is subsequently revoked, or if it is subsequently not renewed, then by notice in writing to Lessor, Lessee may terminate this Amended Lease and such termination shall relieve Lessee from any future obligations hereunder.

16. ASSIGNMENT AND SUBLETTING

Lessee shall not have the right to assign, mortgage, pledge, hypothecate, encumber, or permit any lien to attach to, or otherwise transfer, this Amended Lease, or any interest hereunder, permit any assignment, subletting, or other transfer of this Amended Lease, or any interest hereunder, or otherwise permit the occupancy or use of the Leased Premises, or any part thereof, by any persons other than Lessee's employees, students, or agents, without first obtaining the written consent of Lessor. Lessor shall not unreasonably withhold, condition, or delay its consent upon receipt of request from Lessee. Nothing herein shall prohibit Lessee from leasing a portion of the Leased Premises during non-school days and hours pursuant to the Civic Center Act and to local community or non-profit organizations.

17. DAMAGE OR DESTRUCTION

If there is damage or destruction to the Leased Premises by earthquake, fire, or any other cause, and if the reasonably estimated cost to restore and repair the damage is more than 50% of the replacement cost of the Leased Premises, and if insurance proceeds are insufficient to pay at least 90% of the reasonably estimated cost of repair and restoration, then by notice in writing to Lessor, Lessee may terminate this Amended Lease and such termination shall relieve Lessee from any future obligations hereunder.

18. CONDEMNATION

In the event the Leased Premises is taken by power of eminent domain, or condemned by any competent authority for any public or quasi-public purpose, or if Lessor shall grant a deed or other instrument in lieu of any such taking by eminent domain or condemnation for the Leased Premises, this Amended Lease shall automatically terminate on that date then by notice in writing to Lessor, Lessee may terminate this Amended Lease and such termination shall relieve Lessee from any future obligations hereunder.

19. EVENTS OF DEFAULT

19.1 Any of the following shall constitute a default by Navigator: (a) any failure by Lessee to pay rent or any other charges or other amounts due and owing under this Amended Lease when due, unless such failure is cured within ten (10) business days after Lessee's receipt of written notice of default from Lessor; (b) any failure by Lessee to observe or perform any provision, covenant or condition of this Amended Lease to be observed or performed by Lessee where such failure continues for thirty (30) days after receipt of written notice of default from Lessor; provided that if the nature of such default is that the same can be cured within a thirty (30) day period, Lessee shall not be deemed to be in default if it within said thirty (30) days commences such cure and diligently prosecutes to completion such cure; or, (c)(i) a general assignment by Lessee for the benefit of creditors, (ii) the taking of any corporate action in furtherance of bankruptcy or dissolution whether or not there exists any proceeding under an insolvency or bankruptcy law, (iii) the filing by or against Lessee of any proceeding under an insolvency or bankruptcy law, unless in the case of a proceeding filed against Lessee, the same is dismissed within sixty (60) days, (iv) the appointment of a trustee or receiver to take possession of all or substantially all of the assets of Lessee, unless possession is restored to Lessee within sixty (60) days, or (v) any execution or other judicially authorized seizure of all or substantially all of Lessee's assets located upon the Leased Premises, unless such seizure is discharged within sixty (60) days.

19.2 Upon the occurrence of any event of default by Lessee, and after the expiration of all notice and cure periods as provided in this Amended Lease, Lessor shall have, in addition to any other remedies available to Lessor at law or in equity, the option to pursue any one or more of the following remedies: a) Terminate this Amended Lease, in which event Lessee shall immediately surrender the Leased Premises to Lessor, and if Lessee fails to do so, Lessor may enter upon and take possession of the Leased Premises and expel or remove Lessee. Lessor shall also have the right to seek any declaratory, injunctive or other equitable relief, and

specifically enforce this Amended Lease, or restrain or enjoin a violation or breach of any provision hereof.

19.3 If Lessor defaults on any of its obligations under this Amended Lease, which is defined as any failure to observe or perform any provision, covenant, or condition of this Amended Lease to be observed or performed by Lessor where such failure continues for thirty (30) days after written notice of default from Lessee to Lessor; provided, that if the nature of such default is that the same cannot reasonably be cured within a thirty (30) day period, Lessor shall not be deemed to be in default if within said thirty (30) days commences such cure and diligently prosecutes to completion such cure. If Lessor defaults, Lessee shall have all remedies at law or equity.

20. OPTIONS

Lessee has the right to extend this Amended Lease for up to two (2) additional periods of five (5) years each, allowing a total extension of up to ten (10) years if both options are exercised. The extended lease period will terminate no later than June 30, 2044. The terms and conditions for the extended periods will be the same as those in this Amended Lease. Rent during each option period will be based on the prevailing rental rate at the time of the extension with a 2% annual increase thereafter. To exercise an option, Lessee must provide written notice to the Lessor between twelve (12) and six (6) months prior to commencement of the applicable option(s) period(s).

21. MISCELLANEOUS PROVISIONS

21.1. No provision of this Amended Lease shall be waived by either party unless done in a writing that is signed by the party waiving the provision. The waiver by either party of any breach of any term or condition herein shall not be deemed a waiver of any later breach of that same or any other term or condition herein.

21.2 Lessee shall be entitled to reasonable signage on the Property expressing that is a California public charter school and to include the names “Hayward Collegiate” and/or “Navigator Schools” along with respective logos or nicknames. All signage shall comply with all relevant local ordinances.

21.3 This Amended Lease can only be amended or modified in a writing signed by both parties.

21.4 This Amended Lease constitutes the entire agreement of the parties with respect to the use and occupancy of the Leased Premises and supersedes and cancels any and all previous leases, lease agreements, amendments to leases, amended leases, negotiations, and understandings with respect to 166 W. Harder Road, Hayward, California.

21.6 Notwithstanding anything to the contrary contained in this Amended Lease, any prevention, delay, or stoppage due to strikes, lockouts, labor disputes, acts of God, pandemics, epidemics, inability to obtain services, labor, or materials or reasonable substitutes, governmental actions, civil commotions, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (collectively, a "Force Majeure") shall excuse the performance of such party for a period equal to any such prevention, delay, or stoppage and, therefore, if this Amended Lease specifies a time period for performance of an obligation of either party, that time period shall be extended by the period of any delay in such party's performance caused by the Force Majeure.

21.7 Any notice required under this Amended Lease shall be deemed to have been given, served, and received if given in writing and personally delivered, or, either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt requested, or, sent by overnight delivery service, addressed as follows: a) Lessor: Pastor, Good Shepherd Lutheran Church, 166 W. Harder Road, Hayward, CA 94544; and, b) Lessee: CEO and Superintendent, Navigator Schools, 650 San Benito Street, Ste. 230, Hollister, CA 95023. Any notice personally is effective immediately. Any notice sent by overnight delivery service is effective the next business day following delivery. Any notice given by certified or registered mail, postage prepaid, return receipt requested, is effective three (3) days after deposit in the United States mail.

21.8 This Amended Lease shall be governed by the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce or interpret the terms and conditions of this Amended Lease shall be initiated and conducted in Alameda County.

ARTICLE 22. GOOD FAITH CONDITIONS

This Amended Lease is entered upon with the understanding that it is impractical to express all of their precise intentions on a written document. There must be give and take among all persons of Good Will.

[Signatures to Follow on Next Page]

Date: 4/9/2024

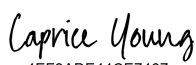
GOOD SHEPHERD LUTHERAN CHURCH (“Lessor”)



By: Dawit Bokre
Its: Senior Pastor

Date: 4/9/2024

NAVIGATOR SCHOOLS (“Lessee”)

DocuSigned by:

4EF3ADE44CE7467...

By: Caprice Young, Ed.D.
Its: CEO & Superintendent

Board Policy #: 124
 Adopted/Ratified: June 17, 2024
 Revision Date: June 17, 2024

CLASSROOM-BASED ATTENDANCE POLICY

It is the intent of the Board of Directors (“Board”) of Navigator Schools (“Navigator” or the “Charter School”) to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach goals and achieve dreams. Chronic absenteeism is linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Definitions

- **“Tardy”:** Students shall be classified as tardy if the student arrives after that time. Navigator starts at:
 - GPS: 8:00 am
 - HC: 8:00 am
 - HPS: 8:15 am
 - WPS: 8:00 am
- **“Unexcused Absence”:** A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **“Truant”:** A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Chief Executive Officer & Superintendent or designee.
- **“Habitual Truant”:** A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- **“Chronic Truant”:** A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- **“School Attendance Review Team (“SART”):** The SART panel could be composed of a combination of Principal, Vice Principal, Director of Student Services, Chief Executive Officer & Superintendent, Family resource coordinator, attendance specialist. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.

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1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Mandatory Saturday school
 - i. Required remediation plan as set by the SART
 - j. Notification to the County District Attorney

3. The SART panel may discuss other school placement options.

4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student’s absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil’s mental or behavioral health

2. Quarantine under the direction of a county or city health officer.

3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.

4. Attendance at funeral services or grieving the death of either a member of the student’s immediate family, or of a person that is determined by the student’s parent/guardian to be in such close association with the student to be considered the student’s immediate family:

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- a. Excused absence in this instance shall be not more than five (5) days per incident.
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
5. For either an immediate family member or of a person that is determined by the student's parent/guardian to be in such close association with the student to be considered the student's immediate family, a student may be excused for not more than three (3) days for the purposes of:
- a. Accessing services from a victim services organization or agency.
 - b. Accessing access grief support services
 - c. Participating in safety planning or to taking other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.
 - d. Any absences beyond three (3) days for the reasons described above shall be subject to the discretion of the school administrator.
6. Participation in religious instruction or exercises as follows:
- a. The student shall be excused for this purpose on no more than one (1) school day per semester.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
13. Authorized at the discretion of the Chief Executive Officer & Superintendent or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

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14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

17. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.

b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

18. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Chief Executive Officer & Superintendent or designee pursuant to uniform standards:

a. Appearance in court.

b. Observance of a holiday or ceremony of the pupil's religion.

c. Attendance at religious retreats.

d. Attendance at an employment conference.

e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

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1. Signed, written note from the student's parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

Unexcused Absences/Truancy for Classroom Based Attendance

The Chief Executive Officer & Superintendent, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Chief Executive Officer & Superintendent or designee. The student's classroom teacher may also call home.

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2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Chief Executive Officer & Superintendent or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,**" notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Note: A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

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Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

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The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter

Board Policy #: 124

Adopted/Ratified: June 17, 2024

Revision Date: June 17, 2024

for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Chief Executive Officer & Superintendent, or designee, shall gather and report to the Board, to authorizers, and to the California Department of Education the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Only students with an aggregate suspension of one full day are counted in the suspension rate numerator.

- If a student is suspended for:
 - 0.5 partial day,
 - 0.3 partial day, and
 - 0.1 partial day

The student is not included in the numerator of the suspension rate because the aggregate suspension total is 0.9 (i.e., less than one full day).

4883-2620-1992, v. 2

Board Policy #: 125
 Adopted/Ratified: June 17, 2024
 Revision Date: June 17, 2024

Navigator Schools Sabbatical Leave Policy

Navigator Schools seeks to retain high-performing leadership employees who stay with the organization for a long period of time. We value maintaining personal wellness, remaining committed to the work, and being passionate about the work. In order to support these goals, our sabbatical leave policy provides time for renewal and rejuvenation to eligible employees in our leadership team.

Objectives

Our sabbatical leave policy has the following objectives:

- To enhance productivity, creativity, and passion for education;
- To encourage eligible employees to continue their career at Navigator Schools;
- To help eligible employees reach a wider understanding of their work by pulling back from the rigors of the workday and gaining a broader perspective.

Eligibility

The following positions are eligible for sabbatical leave under this policy:

- Chief Executive Officer & Superintendent (“CEO & SUPERINTENDENT”)
 - Chief Financial and Operations Officer (“CFOO”)
 - Chief Academic Officer/Founder (“CAO”)
- The CEO & SUPERINTENDENT, CFOO, and CAO shall be eligible to take up to six (6) months of sabbatical leave, once every six (6) years, or up to one (1) year once every twelve (12) years.
 - Requests to take sabbatical leave must be in writing to the Board of Directors.
 - The Board of Directors shall use the following criteria in deciding whether to grant sabbatical leave:
 - Performance;
 - Effect of the sabbatical on grantees, programs, and other employees;
 - Availability of replacement personnel;
 - Effect on the budget; and/or
 - Benefit to the organization.

- The decision of the Board of Directors regarding a sabbatical leave is final and not subject to review or appeal.
- The CEO & SUPERINTENDENT, CFOO, and CAO may not take a sabbatical prior to serving six (6) years with the organization or prior to six (6) years since the completion of a previous sabbatical.

Terms of Sabbatical Leave

- During an approved sabbatical, Navigator Schools will provide 100% of the eligible employee's full-time salary, and will continue to provide the health and retirement benefits in the manner the employee received immediately prior to the beginning of their sabbatical.
- Sabbatical leave does not accrue. An employee may not receive cash in lieu of time off for a sabbatical. Sabbatical leave cannot be converted into a cash benefit upon separation of employment.
- An employee on sabbatical leave is understood to be free of ongoing regular responsibilities related to their position, but understands that they may receive occasional calls or correspondence if certain matters require their involvement.
- A written commitment to stay with the organization for one (1) year following return from the sabbatical is required. If the eligible employee resigns within one (1) year of returning from sabbatical leave, the employee shall provide full repayment to the organization for the costs of salary and benefits provided during the sabbatical.
- Despite the written commitment, employment remains "at-will" at all times while the employee is on sabbatical leave and after their return. Sabbatical arrangements will not affect unforeseen organizational changes such as reductions in force or reorganization, or in any way alter or impair the at-will nature of employment.

Board Policy #: 126
Adopted/Ratified: June 17, 2024
Revision Date: June 17, 2024

School Sponsored Trips

The Governing Board of Navigator Schools recognizes that field trips and excursions are important components of student development. Field trips and excursions are educationally sound, an important component of the instructional program of our school, and aligned to the Navigator mission and vision. They also provide opportunities for students to perform in unique venues and learn from community experiences outside of school. Field trips and excursions supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the school's educational program and the social development of our students.

All field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the school's legal liability and financial responsibility.

Monitoring Field Trips and Excursions

The school principal will work with teachers and staff to ensure that the effectiveness of field trips and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the school's educational program. Teachers are encouraged to have a high degree of innovation in planning trips and work together with grade level teams and/or department colleagues to plan interdisciplinary experiences which directly connect to academic content standards and the school's instructional goals.

Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the school principal. The school principal shall ensure that the sponsoring teacher has set out in writing a brief description of the educational objective of the activity and how the proposed field trip or excursion relates to the school's educational program. The sponsoring teacher will also provide the ratio of adult/students for the activity and plans for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity. Field trips require the above procedure, and if overnight, documentation outlining lodging accommodations and room assignment procedures. Overnight field trips and excursions must be approved by Navigator's Chief Executive Officer & Superintendent, or designee. Field trips outside of the state and to another country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study. Trips outside of the state or to another country must be approved by the Navigator Schools' Board of Directors. The school Principal may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent/guardian. The permission slip shall include a waiver of all claims against Navigator Schools, its directors, officers, employees, agents, and volunteers for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety. Permission slips must be collected in advance of the trip. One copy of the permission slip shall remain on the school campus with the school principal and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance

Navigator Schools does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the school principal, or designee.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. The school principal, or designee, shall be the emergency contact for the group on the field trip or excursion. The sponsoring teacher or school employee accompanying the group shall have completed a first aid course which is certified by the American Red Cross. A first aid kit shall be accessible to the sponsoring teacher or accompanying school employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or charter school employee must also be certified in a first aid course emphasizing treatment of snakebites. No school employees and chaperones shall consume alcohol or controlled substances (except for medications taken under a physician's orders) while supervising students on a field trip or excursion. In addition, all school employees and chaperones shall not enter any private space alone with a student, and must enter in teams of two. Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other school employee accompanying the field trip or excursion.

Adult/Student Ratio

The minimum adult/student supervision ratio appropriate for the grade level be observed at all times during the field trip or excursion (1:4 TK-3rd, 1:8 4th-5th, 1:10 6th-12th). Depending on the nature of the field trip, teachers may request additional adults to attend as chaperones. The school principal can adjust these ratios depending on the nature of the field trip. Students are under the jurisdiction of Navigator Schools at all times during the field trip or excursion and school rules are to be adhered to at all times. Students are to be reminded that they are representing Navigator Schools during a field trip or excursion and need to model the core values of our school community. All school rules must be followed while on the field trip or excursion. This includes, but is not limited to horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, theft, profanity, viewing of pornographic material, and use of alcohol or controlled substances during the field trip or excursion are

strictly prohibited. Students will receive disciplinary consequences similar to those issued while at school. Students may receive additional disciplinary consequences after returning from the trip. A parent/guardian may be called at any time to pick up a student who repeatedly fails to follow direction from school staff and/or violates disciplinary expectations.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions as chaperones to assist with supervision of students. Chaperones accompanying the school group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the sponsoring teacher and school principal or designee may hold a meeting for chaperones accompanying the group to discuss trip logistics, safety procedures, rules for the field trip or excursion, strategies for keeping a group together, and review emergency plans. All chaperones will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Chaperones shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while supervising students on a field trip or excursion. All chaperones participating in field trips and excursions are required to pass a criminal background check with Navigator Schools and a tuberculosis screening for overnight field trips in advance of the field trip/excursion. Any parent/guardians or other guests, such as siblings and relatives, appearing at the field trip location may be excluded from the field trip group unless they are an identified chaperone.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van or school bus the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling if the vehicle contains safety restraints. When transportation is being provided by the school, students must travel with the student groups. If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be procured by the Home Office. Parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion and their insurance meets the minimum liability requirements. The school shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used. Students may not transport themselves or other students on field trips.

Defraying Expenses of Field Trips and Excursions

When planning a field trip, the supervising teacher shall work directly with the school principal to develop a comprehensive budget for the trip. Families may be asked and are encouraged to help defray field trip and excursion costs through donations and field trip fees. A student may not be denied participation in a field trip or excursion due to lack of funds. Other school funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion.

Rooming Assignments for Overnight Field Trips

For overnight field trips all students must have rooming assignments identified in advance of the trip. Parents/Guardians will be informed of all policies and procedures regarding lodging and accommodations in advance of the trip. To the greatest extent possible, students will sleep in separate beds for all overnight sleeping accommodations. Lodging options with three or more individual beds per room will be prioritized when selecting accommodations by the supervising teacher. For group lodging accommodations (ex: dormitory lodging), students will be assigned lodging locations by the supervising teacher. At least two chaperones will also be assigned to each group lodging location. In the event that students will sleep in a room without direct adult supervision (ex: hotel rooms), the room assignments must be approved by both the student's parent/guardian and sponsoring teacher. Students will be assigned to rooms in multiples of three or more students. In the event the sponsoring teacher cannot adequately accommodate all requests, the teacher will work with parents/guardians and the academy administrator to develop alternative arrangements. Any requests to change room assignments must be provided to the sponsoring teacher at least two weeks in advance of the start of the trip. Students who are dating may not be assigned to the same room. In accordance with Education Code 221.5(f) students will be assigned a sleeping location based on their gender identity, irrespective of the gender listed on the pupil's record. Parents/guardians are encouraged to contact the supervising teachers with any additional questions or concerns which the supervising teacher will address while also maintaining student privacy rights. In the event a chaperone must enter a student sleeping location, chaperones must do so in teams of two. Sponsoring teachers will plan field trip activities so that students are in hotel rooms or similar sleeping arrangements to the least extent possible.



Date: June 17, 2024

To: Board of Directors

From: Melissa Alatorre Alnas, Director of Talent

Re: Commission on Teacher Credentialing - Declaration of Need 2024-2025

Recommendation

It is recommended that the Board approve the adoption of a Declaration of Need for Gilroy 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 the 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 regimen 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 based on emergency permits while they work toward completing their credentialing requirements for the appropriate credential.

2024/25 School Year Emergency Permits

Gilroy Prep School

-Emergency TK Permit: 1

Watsonville Prep School

-Emergency TK Permit: 1

Hayward Collegiate

-Emergency CLAD: 1

-Emergency TK Permit: 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:

- Declaration of Need for Fully Qualified Educators Forms, 06/2024 update
 - Gilroy Prep School
 - Watsonville Prep School
 - Hayward Collegiate



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024/2025
Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Gilroy Prep School District CDS Code: 69484/0123760
Name of County: Santa Clara County CDS Code: 43

By submitting this annual declaration, the district is certifying the following:

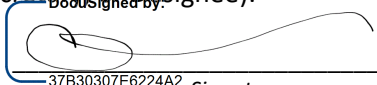
- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/17/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas  Director of Talent
Name 37B30307E6224A2 Signature Title

N/A (831)217-4882 06/17/2024
Fax Number Telephone Number Date

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____
Name of State Agency _____
Name of NPS/NPA _____ County of Location _____

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.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	0 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	1 _____

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	0
Single Subject	0
Special Education	0
TOTAL	0

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	0	Music	0
Business	0	Physical Education	0
Dance	0	Science: Biological Sciences	0
English	0	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

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 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. Navigator Schools participates in commission-approved college or university pr

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? 2

If yes, list each college or university with which you participate in an internship program.

National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.

N/A



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024/2025

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Watsonville Prep Schoc District CDS Code: 77248/0138909

Name of County: Santa Cruz County CDS Code: 44

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

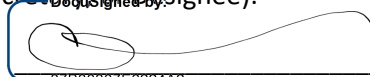
The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/17/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Melissa Alatorre Alnas
Name


Signature

Director of Talent
Title

N/A
Fax Number

(831)217-4882
Telephone Number

06/17/2024
Date

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	0 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	1 _____

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	0
Single Subject	0
Special Education	0
TOTAL	0

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	0	Music	0
Business	0	Physical Education	0
Dance	0	Science: Biological Sciences	0
English	0	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

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 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. Navigator Schools participates in commission-approved college or university programs.

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? 2

If yes, list each college or university with which you participate in an internship program.
National University, Alliant University, CalStateTEACH, CSUMB, and REACH

If no, explain why you do not participate in an internship program.
N/A



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Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024/2025
Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Navigator Schools/Hayward Collegiate District CDS Code: 10017/0138867
Name of County: Alameda County County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/17/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary or Designee):

Melissa Alatorre Alnas  Director of Talent
Name *Signature* *Title*

N/A (831)217-4897 06/17/2024
Fax Number *Telephone Number* *Date*

650 San Benito Street, Suite 230, Hollister, CA 95023
Mailing Address

melissa.alatorre@navigatorschools.org
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	1 _____

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	0
Single Subject	0
Special Education	0
TOTAL	0

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	0	Music	0
Business	0	Physical Education	0
Dance	0	Science: Biological Sciences	0
English	0	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

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 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. Navigator School participates in commission-approved college or university inte

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? 2

If yes, list each college or university with which you participate in an internship program.
National University, Alliant University, CalStateTEACH, CSUMB, and REACH University

If no, explain why you do not participate in an internship program.
N/A

Coversheet

Public Hearing

Section: IV. Public Hearing
Item: B. Public Hearing
Purpose: Discuss
Submitted by:
Related Material: LCAP Memo (06.17.24).pdf
LCAP Presentation (06.17.24).pdf
2024 GPS Local Indicators.docx.pdf (06.17.24).pdf
2024 HPS Local Indicators .docx.pdf (06.17.24).pdf
2024 WPS Local Indicators.docx.pdf (06.17.24).pdf
2024 HC Local Indicators.docx.pdf (06.17.24).pdf
2024 GPS Budget Overview for Parents 6-17.pdf
2023-24 GPS Annual Update.pdf
2024 GPS LCAP 6-17.pdf
2024 Budget Overview for Parents 6-17.pdf
2023-24 HPS Annual Update.pdf
2024 HPS LCAP 6-17.pdf
2024 WPS Budget Overview for Parents 6-17.pdf
2023-24 WPS Annual Update.pdf
2024 WPS LCAP 6-17.pdf
2024 Budget Overview for Parents 6-17.pdf
2023-24 HCC Annual Update.pdf
2024 HCC LCAP 6-17.pdf



Date: June 10, 2024

To: Board of Directors

From: Kirsten Carr, Director of Engagement & Partnerships

Re: 2024-25 Local Control Accountability Plan (LCAP) packet for Gilroy Prep School, Hayward Collegiate, Hollister Prep School, and Watsonville Prep School

Background

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

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

The LCAP goals, and the individual rationale for each are below:

1. Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.

Rationale: The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including

Navigator Schools - Board Meeting - Agenda - Monday June 17, 2024 at 6:00 PM
specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Gilroy Prep scored green on English Language Arts progress and yellow on Mathematics progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

2. Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.

Rationale: Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (although it has decreased from 25% to just over 12% in the most recent year of data) and suspension rates have been areas of growth for our school. A culture of excellence occurs when students feel connected to their school community and supported to reach their full potential. The power of a staff of mission-aligned educators is crucial to a positive and successful school culture.

Recommendation

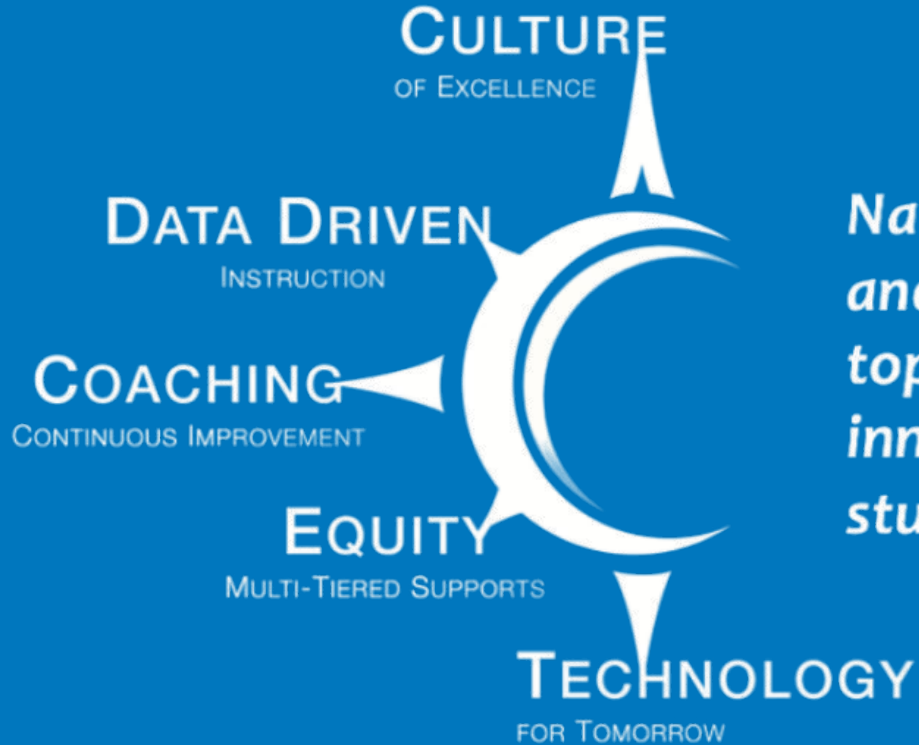
Staff recommends the Board to Approve the 2024-2025 Local Control Accountability Plan (LCAP) packet for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and Hayward Collegiate.



2024-25 Local Control Accountability Plan

June 17, 2024

Navigator Schools Mission

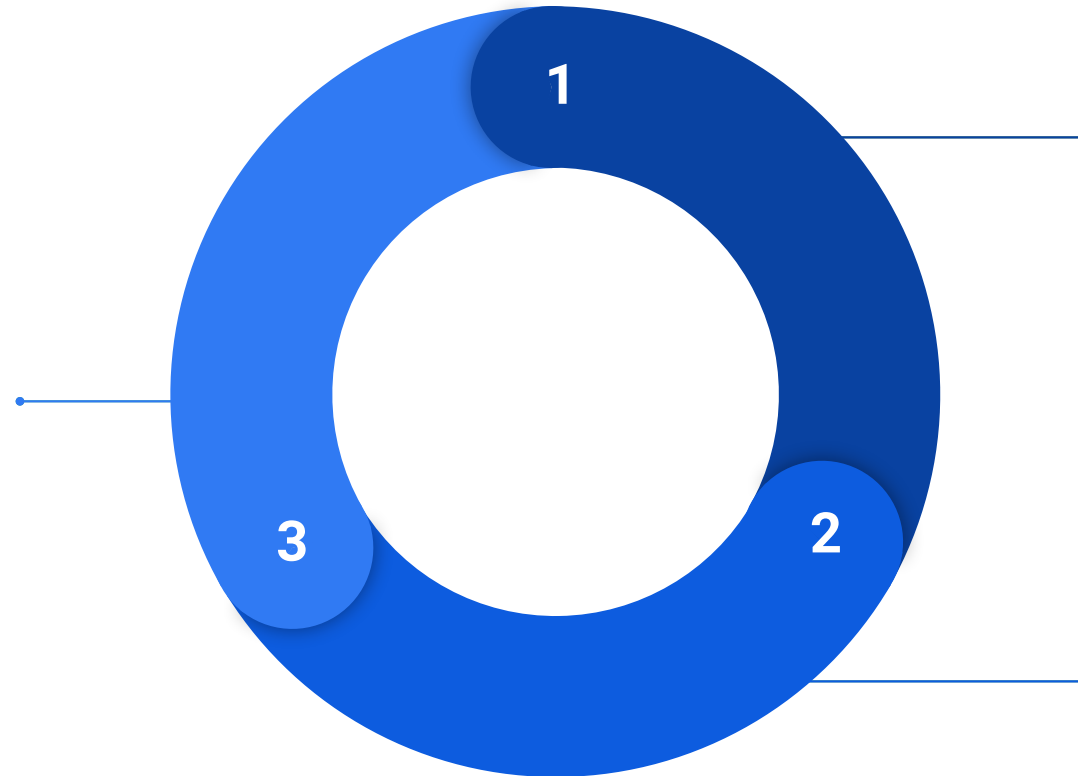


Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Annual LCAP Process & Component Parts

This Year: Development of New 2024-2027 LCAP

Three-year LCAP cycle ended this year; thoughtful process (including compulsory activities) to create new Goals and Actions to be implemented and measure over the coming 3 years



Stakeholder Engagement

Collecting feedback and data throughout the year from Leadership, Staff, Parents, Students, and Other Stakeholders through surveys, internal meetings, town halls, and focus groups to inform school priorities and activities for the LCAP

Annual Update for Previous LCAP

Process to reflect and share out goals and actions, actual vs. budgeted costs, and outcomes; Objective is to learn from successes and challenges in order to improve for next year

LCAP Document Package

1. Budget Overview for Parents
2. 2023-24 Annual Update
3. 2024-25 LCAP, including
 - a. School Summary
 - b. Reflections on Prior Year
 - c. Goals, Actions, & Metrics
 - d. “Increased or Improved Services” for Unduplicated Students (using LCFF Supplemental & Concentration Grants)
 - e. 2024-25 “Action Tables” (Financial Details for LCAP Actions)
 - f. 2023-24 “Action Tables” (Comparison of Actual vs. Budgeted Expenses for LCAP Actions)

2023-24 LCAP: Goals & Actions

Goal 1: Create a Culture of Excellence

Goal 2: Data-Driven Instruction According to State Standards

Goal 3: Staff Coaching and Feedback

Goal 4: Multi-tiered System of Supports to Ensure Equitable Access

Goal 5: Use Cutting Edge Instructional Technology

2023-24 Reflections - Gilroy Prep

- Gilroy Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 70.5% of students achieving proficiency or above, a significant leap from 67% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges but are showing remarkable staying power in ELA (remaining at 54%), as seen in the chart below. Math has posed more challenges, with the percentage of students reaching proficiency or above dropping to 51.9% from 55.5%, and a similar trend seen for students from low socioeconomic backgrounds, who dropped from 38% to 31% in Math (as seen below). Although we still have a ways to go to reach pre-pandemic achievement levels and excel in all academic areas, we are outperforming similar surrounding schools, as also evidenced in the charts.
- During 2023-24, Gilroy Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. Between 2019 and 2023, the school's percentage of socioeconomically disadvantaged students dropped artificially from 49.8% to 43.6%. During 2023-24, the percentage was documented to be 53.9%.
- Chronic Absenteeism, suspension rates and English Learner Progress were challenges during 2023. Gilroy Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Gilroy Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Gilroy Prep defines progress and state measures of progress. Gilroy Prep has maintained a higher bar for progress than the state. In 2024-25, Gilroy Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, through Goal 1, Action 5, Gilroy Prep has chosen to elevate Multilingual Learner success, through which GPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

2023-24 Reflections Hayward Collegiate

- With its unwavering determination, Hayward Collegiate has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 68% of students achieving proficiency or above, a significant leap from 52.2% in 2022. The percentage of students reaching proficiency or above in Math also jumped, rising from 64% to 68%. In addition, our students from low socioeconomic backgrounds showed remarkable growth in both ELA (from 65% to 70%) and Math (also from 65% to 70%), as we you can see in the charts below. Because Hayward Collegiate did not have grade levels eligible for testing before the pandemic, these trajectories comprise our documented track record. We significantly outperform similar surrounding schools by two to three times, as also evidenced in the charts below (focusing specifically on comparing students from equivalent demographic backgrounds).
- Hayward Collegiate also excels in non-academic areas. Hayward Collegiate's campus is peaceful and engaging despite the post-pandemic stresses, with suspension rates in the blue category. While the state did not assign a color category for English Learner Progress to the school, 62.1% of students made progress, compared with the state average of 48.7%. The state categorized Hayward Collegiate's Chronic Absenteeism in the orange level despite the school's 9.9% rate being significantly lower than the state average of 24.3%. To avoid any concerns for our parent or stakeholder community in this area, we will be targeting an improved Chronic Absenteeism rate going forward through Goal 2, Action 6 of this new LCAP.
- A major impact of the pandemic was the difficulty in documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 70.8% to 48.7% between 2020 and 2023. During 2023-24, the percentage was documented to be 65% (similar to the surrounding neighborhood).

2023-24 Reflections Hollister Prep

- Hollister Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 69.2% of students achieving proficiency or above, a significant leap from 66.3% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges but they showed remarkable growth in both ELA (from 61% to 64%) and Math (from 45% to 47%). Math has posed more challenges, with the percentage of students reaching proficiency or above dropping to 50.2% from 54.4%. Although we still have a way to go to reach pre-pandemic achievement levels, we are outperforming similar surrounding schools by two to three times, as evidenced in the charts below.
- During 2023-24, Hollister Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 54.6% to 52.3% between 2019 and 2023. During 2023-24, the percentage was documented to be 62.9%.
- Chronic Absenteeism, suspension rates, and English Learner Progress were challenges during 2023. Hollister Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Hollister Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Hollister Prep defines progress and state measures of progress. HPS has maintained a higher bar for progress than the state. In 2024-25, HPS will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, in Goal 1, Action 5, Hollister Prep has chosen to elevate Multilingual Learner success, through which HPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

Watsonville Prep

- Watsonville Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 38.1% of students achieving proficiency or above, an increase from 37% in 2022. Our students from low socioeconomic backgrounds showed remarkable growth in ELA, from 35% to 37%, as seen in the chart below. Math posed challenges, with the percentage of students reaching proficiency or above dropping from 38% to 34%, and students with low socioeconomic backgrounds dropping from 36% to 34% year-over-year (as seen below). However, we are outperforming similar students in surrounding schools by two to three times, as evidenced in the charts below.
- During 2023-24, Watsonville Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.
- A major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students was artificially low in 2023, at 71.5%. During 2023-24, the percentage was documented to be 85.6%.
- Chronic Absenteeism, suspension rates, and English Learner progress were average during 2023, but because these are such important areas that can potentially impact overall academic and social-emotional success, Watsonville Prep is addressing these issues individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Watsonville Prep expects to see the chronic absenteeism rate drop from 24.6% in 2023 to below 20% in 2024. We will continue to employ specific strategies in this area, as laid out in Goal 2, Action 6 of the new LCAP. The suspension rate fell below one-third of the state average (1% versus 3.5%) by increasing focus on mental health and interpersonal communications through Valor Circles, and we will continue to focus on social-emotional learning in Goal 2, Action 3 of the 2024-27 LCAP. English Learner progress has been impacted by a technical difference between how Watsonville Prep defines progress and state measures of progress. Watsonville Prep has maintained a higher bar for progress than the state. Nevertheless, 53.3% of Watsonville Prep's English learners made progress towards proficiency, as compared with 48.7% statewide. In 2024-25, Watsonville Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, Watsonville Prep has chosen to elevate Multilingual Learner success in the 2024-27 LCAP through Goal 1, Action 5. During this new 3-year period, Watsonville Prep's goal is to advance from yellow to blue status by selecting a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.

New Goals & Actions for 2024-27 LCAP

Goal 1: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.

1. Standards Aligned Personalized Instruction
2. Interventions
3. Teacher Hiring & Credentialing
4. Supports for Students with Disabilities
5. English Learner Instruction
6. Professional Development
7. Teacher Coaching and Supervision

Goal 2: Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.

1. Family Engagement in School Policies and Decision-Making
2. Community Engagement
3. Social-Emotional Learning
4. Student Activities
5. Facilities Maintenance and Health & Safety
6. Chronic Absenteeism

New Metrics for 2024-27 LCAP

Goal 1: Academic Excellence

1. CAASPP - English Language Arts (ELA)
2. CAASPP - Math
3. CAST - Science
4. English Learner Progress & Reclassification
5. Access to Curriculum - ELA
6. Access to Curriculum - ELD
7. Access to Curriculum - Math
8. Access to Curriculum - Science
9. Access to Curriculum - Social Studies
10. Enrolled in Broad Course of Study
11. Teacher Credentials
12. Hiring Process Fidelity
13. Up-to-Date Curriculum Materials
14. Valuable Professional Development
15. Teacher Coaching Frequency

Goal 2: Culture & Climate

1. Parent Feedback on Family Support
2. Student Feedback on Safety & Belonging
3. Suspension Rate
4. Expulsion Rate
5. Average Daily Attendance
6. Chronic Absence Rate
7. Middle School Dropout Rate
8. Facility Ratings
9. Parent Feedback on Child Safety & Academic Achievement
10. Parent Feedback on Engagement

2024-25 Supplemental & Concentration Grants

School	Supplemental Funds (in LCFF)	Concentration Funds (in LCFF)	Total S&C Funding
Gilroy Prep	\$655,706	\$0	\$655,706
Hayward Collegiate	\$334,595	\$133,849	\$468,444
Hollister Prep	\$635,787	\$73,900	\$709,687
Watsonville Prep	\$914,283	\$939,911	\$1,854,194

Actions focused on Unduplicated Student Outcomes

1.2

Interventions

As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face.

1.5

English Learner Instruction

English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.

1.7

Teacher Coaching & Supervision

Instructional and administrative staff face unique challenges in their work with low income learners, English learners and foster youth. Additional training will support increased success.

2.3

Social-emotional Learning

Low-income, English Learners, and Foster Youth have various experiences and trauma that must be addressed with an SEL focus to ensure they can thrive in school



Questions

Thank you!



Navigator Schools

Charting a new course in education



Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

Gilroy Prep School, Local Indicators, June 2024

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

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

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

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

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

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

Gilroy Prep School, Local Indicators, June 2024

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Gilroy Prep School

Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	2 (TK, 6th ELA)

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

Gilroy Prep School, Local Indicators, June 2024

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Gilroy Prep School, Local Indicators, June 2024

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

- 3. Rate the LEA’s progress in implementing policies or programs to support staff in**

Gilroy Prep School, Local Indicators, June 2024

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

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Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

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family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The last few years have provided numerous challenges for students, families, and staff including pandemic related losses, weather related damages and issues, and long term social emotional learning and academic losses. To address these hurdles and to provide necessary support to the greater Navigator family, numerous programs have been put into place with others ongoing.

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Support has included resource fairs, assistance for food and housing insecure families, after school intervention for students, home visits for chronically absent students, community events, and active ParentSquare communications.

This multi-pronged system of support has evolved since students have returned to in person learning but the foundation of these relationships has led to families feeling more connected to the schools and organization.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Increasing community and family involvement has and continues to be an area of focus. An acknowledged area of growth is the expansion of community celebrations and opportunities to highlight the incredible contributions, both current and historically, of our local community members. Navigator needs to be able to create pathways for simultaneous educational excellence and family engagement and support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In addition to expanding outreach efforts to recruit more students who qualify for Free and Reduced Lunch, Navigator Schools prioritized providing additional resources for families, especially underrepresented families. This process will allow Navigator to truly engage the community in efforts to provide extra services and support they need.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. Parents also complete an annual family engagement survey which gauges, among other things, their understanding of their child's academic goals.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Ensuring students are ready for the rigors of high school after they leave Navigator schools is an area of growth. In order for this activity to be successful, families, staff, and students will need to work together on a path forward. Site staff will work closely with the local high schools to provide

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reciprocal opportunities for students to both explore what is in store in high school while also continuing to access support from Navigator staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Ensuring all sites have numerous bilingual staff members available to answer parent questions and provide important updates ensures students and families feel supported and able to access the support they need. Navigator will continue to provide home visits for students who are not staying engaged or needing additional support.

The community schools coordinator/attendance specialist will also work with partners to create tutoring centers, after school support services, and college counseling services for students. These activities will help to engage scholars and families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

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<p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	<p>3</p>
<p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>	<p>4</p>

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Navigator has consistently been proactive in obtaining stakeholder input through surveys, family town hall meetings, staff meetings, Director and Chiefs weekly meetings, cross site meetings, and daily site huddles. Between formal feedback surveys to quick poll everywhere check-ins, Navigator employs numerous tools to solicit input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Formalizing a plan for how to formally collect and share data with the leadership team is an area to improve.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Spelled out in the various site charters is the number of ways families can be involved in the governance of the school. These include, but are not limited to: parent representative seat on the Navigator Schools Board of Directors, School Site Councils, parent coffees, LCAP advisory meetings, and parent club. Additionally, annual engagement surveys are conducted with any satisfaction score under 80% being highlighted for action steps. These surveys are reviewed by the directors to enable an organizational lens on parent voice and engagement.

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School Climate (LCFF Priority 6)

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

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

Gilroy Prep School administers the Panorama SEL survey to determine student's perceptions of school safety and their connectedness to an adult, in addition to monitoring the skills of self-efficacy and self-regulation.

The key learnings from the Panorama survey data are based on the following results: 93% of the 3rd-5th graders, and 82% of the 6-8th graders reported that they had supportive relationships or high levels of connectedness with an adult at school. An average of 79% of 3rd-5th graders, and 80% of 6th-8th graders, felt safe at school always or most of the time.

When the data for supportive relationships was disaggregated by gender, grade level, and EL status, there was little difference in the percentages. A gap or area of need was found between students who identified backgrounds from two races (67% of these students reported high levels of supportive relationships) and other races (95.5% reported high levels of supportive relationships.)

When analyzing the data for areas of strength and areas of growth, the areas of strength were in the high percentages of students who reported they had a positive connection to an adult, and those who reported that they felt safe at school. The school identified areas of growth based on the data that revealed approximately 20% of students reported feeling safe only *sometimes, rarely, or not at all*. Because school

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safety is a primary concern of the leadership, they seek to have 100% of students reporting that they feel safe at school. An additional area of growth was identified in the disaggregated data related to connectedness to adults. Students who reported two or more races had significantly lower perceptions of having a connection to an adult when compared to other racial groups.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-8th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and intervene quickly and as appropriate. The school will also use the weekly social emotional survey data to identify students who may be in need of more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students strategies to increase safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

While the overall numbers of students in the two or more racial background demographics who reported less connections to an adult is relatively low (approximately 3%) the gap is unacceptable to the school. To address this gap the school will do a deeper analysis into what factors may have led to these results. Teachers will receive additional student information related to their classrooms' cultural and racial demographics that has not been overtly shared before so they can understand the backgrounds of their students better. They will also be provided professional learning by their coaches in strategies aligned with culturally responsive teaching.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We use a locally developed rubric to ensure that all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Support office team members as well as school administrators review this rubric quarterly to ensure that all state adopted standards are being addressed.

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount of time in ELA and math. They also have PE, History / Social Studies, Science, and a variety of enrichment programs including performing arts throughout the week.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Navigator's programs ensure access to a variety of programs throughout the week in which students participate in numerous academic and enrichment activities. Due to a lack of space on our current campuses, additional extra-curricular activities are a challenge (band, music, etc...).

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4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Navigator will continue to work with the parents to prioritize the areas of importance for staff and families and utilize the LCAP to ensure the course of study and budget align. Navigator implemented Illustrative Math in an effort to improve math outcomes and the academic leadership team is reviewing the data to find areas of growth or improvement.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

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Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	0

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the

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recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

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Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

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family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The last few years have provided numerous challenges for students, families, and staff including pandemic related losses, weather related damages and issues, and long term social emotional learning and academic losses. To address these hurdles and to provide necessary support to the greater Navigator family, numerous programs have been put into place with others ongoing.

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Support has included resources for flood victims, resource fairs, assistance for food and housing insecure families, after school intervention for students, home visits for chronically absent students, community events, and active ParentSquare communications.

This multi-pronged system of support has evolved since students have returned to in person learning but the foundation of these relationships has led to families feeling more connected to the schools and organization.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Having community and family involvement back on campus has and continues to be an area of focus. An acknowledged area of growth is the expansion of community celebrations and opportunities to highlight the incredible contributions, both current and historically, of our local community members. Navigator needs to be able to create pathways for simultaneous educational excellence and family engagement and support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In addition to expanding outreach efforts to recruit more students who qualify for Free and Reduced Lunch, Navigator Schools prioritized providing additional resources for families, especially underrepresented families. This process will allow Navigator to truly engage the community in efforts to provide extra services and support they need.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. Parents also complete an annual family engagement survey which gauges, among other things, their understanding of their child's academic goals.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Ensuring students are ready for the rigors of high school after they leave Navigator schools is an area of growth. In order for this activity to be successful, families, staff, and students will need to work together on a path forward. Site staff will work closely with the local high schools to provide

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reciprocal opportunities for students to both explore what is in store in high school while also continuing to access support from Navigator staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Ensuring all sites have numerous bilingual staff members available to answer parent questions and provide important updates ensures students and families feel supported and able to access the support they need. Navigator will continue to provide home visits for students who are not staying engaged or needing additional support.

The community schools coordinator/attendance specialist will also work with partners to create tutoring centers, after school support services, and college counseling services for students. These activities will help to engage scholars and families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

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<p>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	<p>3</p>
<p>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>	<p>4</p>

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Navigator has consistently been proactive in obtaining stakeholder input through surveys, family town hall meetings, staff meetings, Director and Chiefs weekly meetings, cross site meetings, and daily site huddles. Between formal feedback surveys to quick poll everywhere check-ins, Navigator employs numerous tools to solicit input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Formalizing a plan for how to formally collect and share data with the leadership team is an area to improve.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Spelled out in the various site charters is the number of ways families can be involved in the governance of the school. These include, but are not limited to: parent representative seat on the Navigator Schools Board of Directors, School Site Councils, parent coffees, LCAP advisory meetings, and parent club. Additionally, annual engagement surveys are conducted with any satisfaction score under 80% being highlighted for action steps. These surveys are reviewed by the directors to enable an organizational lens on parent voice and engagement.

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School Climate (LCFF Priority 6)

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

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

Hollister Prep School administers the Panorama SEL survey to determine student's perceptions of school safety and their connectedness to an adult, in addition to monitoring the skills of self-efficacy and self-regulation.

The key learnings from the Panorama survey data are based on the following results: 94% of the 3rd-5th graders, and 89% of the 6-8th graders reported that they had supportive relationships or high levels of connectedness with an adult at school. An average of 81% of 3rd-5th graders, and 80% of 6th-8th graders, felt safe at school always or most of the time.

When the data for supportive relationships was disaggregated by gender, grade level, race, and EL status, there was little difference in the percentages. A gap or area of need was found between students who were identified as Confidentiality Protected(84% of these students reported high levels of supportive relationships) and other groups (94% reported high levels of supportive relationships.)

When analyzing the data for areas of strength and areas of growth, the areas of strength were in the high percentages of students who reported they had a positive connection to an adult, and those who reported that they felt safe at school. The school identified areas of growth based on the data that revealed approximately 19% of

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students reported feeling safe only *sometimes, rarely, or not at all*. Because school safety is a primary concern of the leadership, they seek to have 100% of students reporting that they feel safe at school. An additional area of growth was identified in the disaggregated data related to connectedness to adults. Students who reported two or more races had significantly lower perceptions of having a connection to an adult when compared to other racial groups.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-8th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and intervene quickly and as appropriate. The school will also use the weekly social emotional survey data to identify students who may be in need of more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

While the overall numbers of students in the Confidentiality Protected demographics who reported less connections to an adult is relatively low (approximately 3%) the gap is unacceptable to the school. To address this gap the school will do a deeper analysis into what factors may have led to these results. Teachers will receive additional student information related to their classrooms' cultural and racial demographics that has not been overtly shared before so they can understand the backgrounds of their students better. They will also be provided professional learning by their coaches in strategies aligned with culturally responsive teachings.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We use a locally developed rubric to ensure that all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Support office team members as well as school administrators review this rubric quarterly to ensure that all state adopted standards are being addressed.

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount of time in ELA and math. They also have PE, History / Social Studies, Science, and a variety of enrichment programs including performing arts throughout the week.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Navigator's programs ensure access to a variety of programs throughout the week in which students participate in numerous academic and enrichment activities. Due to a lack of space on our current campuses, additional extra-curricular activities are a challenge (band, music, etc...).

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4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Navigator will continue to work with the parents to prioritize the areas of importance for staff and families and utilize the LCAP to ensure the course of study and budget align. Navigator implemented Illustrative Math in an effort to improve math outcomes and the academic leadership team is reviewing the data to find areas of growth or improvement.

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Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

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Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	2 (6th Stem, 7th Humanities)

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
0

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

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Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

- 3. Rate the LEA’s progress in implementing policies or programs to support staff in**

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identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

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Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

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family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The last few years have provided numerous challenges for students, families, and staff including pandemic related losses, weather related damages and issues, and long term social emotional learning and academic losses. To address these hurdles and to provide necessary support to the greater Navigator family, numerous programs have been put into place with others ongoing.

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Support has included resources for flood victims, resource fairs, assistance for food and housing insecure families, after school intervention for students, home visits for chronically absent students, community events, and active ParentSquare communications.

This multi-pronged system of support has evolved since students have returned to in person learning but the foundation of these relationships has led to families feeling more connected to the schools and organization.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Having community and family involvement back on campus has and continues to be an area of focus. An acknowledged area of growth is the expansion of community celebrations and opportunities to highlight the incredible contributions, both current and historically, of our local community members. Navigator needs to be able to create pathways for simultaneous educational excellence and family engagement and support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In addition to expanding outreach efforts to recruit more students who qualify for Free and Reduced Lunch, Navigator Schools is creating Community Schools to provide additional resources for families, especially underrepresented families. This process will allow Navigator to truly engage the community in efforts to provide extra services and support they need. The pandemic has highlighted areas of growth which center around opportunities for families to engage in on campus activities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation

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5 – Full Implementation and Sustainability

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Students at Navigator schools are as committed to achieving their goals as their teachers. Students track their progress on blended learning programs, are celebrated for growth and achievement, and stay for academic intervention programs if they are not reaching their goals. Families have access through the Illuminate Parent Portal to immediately access their child's academic progress. Parents also complete an annual family engagement survey which gauges, among other things, their understanding of their child's academic goals.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Ensuring students are ready for the rigors of high school after they leave Navigator schools is an area of growth. In order for this activity to be

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successful, families, staff, and students will need to work together on a path forward. Site staff will work closely with the local high schools to provide reciprocal opportunities for students to both explore what is in store in high school while also continuing to access support from Navigator staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Ensuring all sites have numerous bilingual staff members available to answer parent questions and provide important updates ensures students and families feel supported and able to access the support they need. Navigator will continue to provide home visits for students who are not staying engaged or needing additional support.

The transition to Community Schools will also provide tutoring centers, after school support services, and college counseling services for students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

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<p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	<p>3</p>
<p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>	<p>4</p>

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Navigator has consistently been proactive in obtaining stakeholder input through surveys, family town hall meetings, staff meetings, Director and Chiefs weekly meetings, cross site meetings, and daily site huddles. Between formal feedback surveys to quick poll everywhere check-ins, Navigator employs numerous tools to solicit input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Formalizing a plan for how to formally collect and share data with the leadership team is an area to improve.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Spelled out in the various site charters is the number of ways families can be involved in the governance of the school. These include, but are not limited to: parent representative seat on the Navigator Schools Board of Directors, School Site Councils, parent coffees, LCAP advisory meetings, and parent club. Additionally, annual engagement surveys are conducted with any satisfaction score under 80% being highlighted for action steps. These surveys are reviewed by the directors to enable an organizational lens on parent voice and engagement.

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School Climate (LCFF Priority 6)

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

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

Watsonville Prep School administers the Panorama SEL survey to determine student's perceptions of school safety and their connectedness to an adult, in addition to monitoring the skills of self-efficacy and self-regulation.

The key learnings from the Panorama survey data are based on the following results: 88% of the 3rd-4th graders reported feeling a connectedness to an adult and 65% of 3rd-4th graders felt safe at school always or most of the time.

When the data was disaggregated by gender, grade level, race, and EL status, there was little difference in the percentages amongst the students reporting high levels of supportive relationships and connections with an adult . A gap or area of need was found between students who were identified as receiving free lunch (90% of these students reported high levels of supportive relationships) and those receiving reduced lunch (72% of these students reported high levels of supportive relationships.)

When analyzing the data for areas of strength and areas of growth, the areas of strength were in the high percentages of students who reported they had a positive connection to an adult. The data was moderately positive about those who reported that they felt safe at school. The school, however, identified areas of growth based on the data that revealed approximately 35% of students reported feeling safe only *sometimes*,

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rarely, or not at all. Because school safety is a primary concern of the leadership, they seek to have 100% of students reporting that they feel safe at school. An additional area of growth was identified in the disaggregated data related to connectedness to adults. Students who receive reduced price lunches had significantly lower perceptions of having a connection to an adult when compared to students who received free lunches.

To address school safety, and subsequently increase the numbers of students who report feeling safe at school on the Panorama Survey, the school will implement several actions. All teachers in grades K-5th will administer weekly social emotional surveys that specifically ask students if they feel safe, and if someone has done an action that the student considers harmful or inappropriate to them. This data will provide the site leadership, teachers and counselors information so they can investigate any reports of unsafe situations, and appropriately intervene quickly. The school will also use the weekly social emotional survey data to identify students who may be in need of more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school. To address the gap reported by the students who receive reduced price lunches, the school will do a deeper analysis into what factors may have led to these results. It will be a challenge to uncover the complex factors that students from lower socioeconomic backgrounds experience, particularly between those who receive free lunch, and those who qualify for reduced lunch. At the onset of school teachers will receive additional student information related to their classrooms' cultural demographics, including socioeconomic data. This data, though available, was not shared with them in a purposeful manner prior to this year. The data will help them understand the backgrounds of their students better, and allow them to address some of the gaps that may exist in students feeling connected to an adult. Teachers will also be provided professional learning by their coaches in strategies aligned with culturally responsive teaching.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We use a locally developed rubric to ensure that all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Support office team members as well as school administrators review this rubric quarterly to ensure that all state adopted standards are being addressed.

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The educational model at Navigator is created to ensure all students have access to a broad course of study and spend an equal amount of time in ELA and math. They also have PE, History / Social Studies, Science, and a variety of enrichment programs including performing arts throughout the week.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Navigator's programs ensure access to a variety of programs throughout the week in which students participate in numerous academic and enrichment activities. Due to a lack of space on our current campuses, additional extra-curricular activities are a challenge (band, music, etc...).

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4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Navigator will continue to work with the parents to prioritize the areas of importance for staff and families and utilize the LCAP to ensure the course of study and budget align. Navigator implemented Illustrative Math in an effort to improve math outcomes and the academic leadership team is reviewing the data to find areas of growth or improvement.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

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Number/percentage misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant Teacher Positions	0

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0%

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

0

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

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Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

- 3. Rate the LEA’s progress in implementing policies or programs to support staff in**

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identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

We are implementing various tools to ensure that there is progress in implementing state academic standards. One of them is professional development - we believe deeply in providing targeted weekly and summer professional development for our teachers. Additionally, we have a longer school day and calendar year so that we can ensure that all time spent is used to close any gaps we see in student learning.

Navigator Schools to provide PD for additional deep learning in standards.

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Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

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family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.
 At Hayward Collegiate, we believe empowering our families to know what to look for and how to advocate for themselves and their children is paramount. Parents are invited to frequent community celebrations, are communicated with via ParentSquare, and have strong relationships with site staff and leadership.
2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships

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Between School Staff and Families.

Work to create more formal opportunities for parent voice and feedback through an active school site council, parent/family meetings & coffees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Heavily Spanish-speaking school community; hiring more native and/or bilingual staff members (prioritizing) to ensure authentic engagement with Spanish-speaking families. Specific training for translators to ensure proper translation of academic language and meaning (overlap of SPED and Spanish)

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4

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<p>7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>	<p>5</p>
<p>8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>	<p>4</p>

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

At Hayward Collegiate we are proud of the deep roots we have established with families and community stakeholders. Right now, we ensure to have one event each month that ties parents, teachers, and administration together. For example, we have monthly coffees with the teacher where parents and teachers can come together to discuss what is happening in the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Through our Expanded Learning Opportunities Program and efforts of our Community Schools Coordinator, Hayward Collegiate is establishing partnerships with local mental health providers and community resources to help improve student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Again, we are currently engaged in developing additional opportunities for engagement among school community stakeholders.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

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- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Navigator has consistently been proactive in obtaining stakeholder input through surveys, family town hall meetings, staff meetings, Director and Chiefs weekly meetings, cross site meetings, and daily site huddles. Between formal feedback surveys to quick poll everywhere check-ins, Navigator employes numerous tools to solicit input.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We are working to increase engagement with all educational partners and to provide further opportunities as HC scholars prepare to enter middle school. Community School planning initiatives will broaden the scope of involvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Continue with current initiatives that encourage engagement with underrepresented families and explore new ways to seek their input in a manner that is easy for them. Hayward Collegiate is also partnering with the Support Office on Community School planning opportunities which will represent traditional underrepresented families.

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School Climate (LCFF Priority 6)

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

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

We have learned so much about our communication efforts during the Pandemic. Moving forward, we will make sure that we create priorities for when we need to send our voice-memos, personal phone calls, and when messaging is appropriate for disseminating information. We will continue to have monthly meetings with teachers and families in the form of a coffee with the principal and professional development for parent engagement.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

California Education Code (EC) 51210- Requires access to a broad course of study for grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. The locally selected tools used by the Hayward Collegiate to determine if all students, including unduplicated, are enrolled in a broad course of study are class schedules, report cards, English Language Learner identification, and Individualized Education Plans. The locally selected tools used to determine if all students, including unduplicated, are enrolled in a broad course of study are the Master Schedule, report cards, English Language Learner identification, and Individualized Education Plans.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The locally selected measures demonstrate all Hayward Collegiate students have access to a broad course of study. In addition, our school site has curricular focus areas which ensure additional opportunities for students across the district. Students who are struggling academically have the support of push-in Literacy Coaches, a Math Coach, Resource Teachers, Special Education Teachers, and Bilingual Instructional Assistants, as well as core curriculum which includes integrated and designated English Language Development and is aligned to the Common Core Standards. Supplemental curriculum is also provided when appropriate to support students at their instructional level.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Hayward Collegiate, Local Indicators, June 2024

All students have access to a broad course of study as explained in Prompts 1 and 2 and evidenced in local measures. There are no barriers in place that would prevent our students from accessing the appropriate course, materials, or coursework.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To support staff and students in accessing the curriculum included in a broad course of study, the LEA has provided extensive professional development and support to classroom teachers. The LEA will provide Literacy and Math Instructional Coaches, Special Education teachers and support staff, Bilingual Instructional Aids, training and resources for Integrated and Designated English Language Development, and supplemental curriculum aligned to the Common Core. To support struggling students and Students with Disabilities, the supplemental curriculum is aligned to the adopted curriculum and designed to bridge the gap between striving readers and grade level text. Instructional coaching will be available at all campuses.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*, pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Gilroy Prep (a Navigator School)
CDS code:	43-69484-0123760
LEA contact information:	Caprice Young Superintendent and Chief Executive Officer caprice.young@navigatorschools.org (408) 843-4107
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	6,764,264
LCFF supplemental & concentration grants	\$	655,706
All other state funds	\$	1,601,677
All local funds	\$	27,500
All federal funds	\$	560,629
Total Projected Revenue	\$	8,954,070
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	8,876,573
Total Budgeted Expenditures in the LCAP	\$	6,019,767
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,055,708
Expenditures not in the LCAP	\$	2,856,806
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,440,556
Actual Expenditures for High Needs Students in LCAP	\$	2,575,120

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>[Respond to prompt here]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Gilroy Prep (a Navigator School)

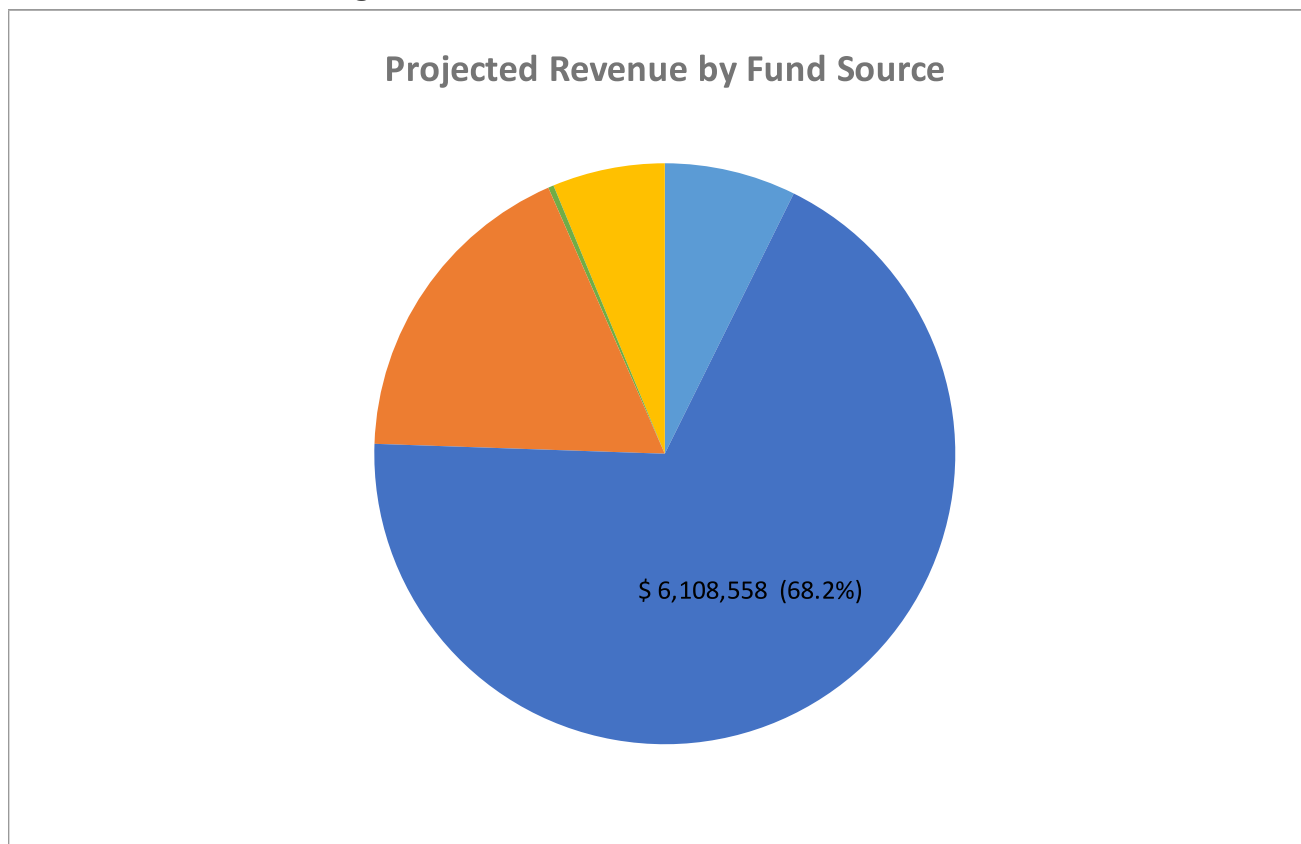
CDS Code: 43-69484-0123760

School Year: 2024-25

LEA contact information: Caprice Young
Superintendent and Chief Executive Officer
caprice.young@navigatorschools.org
(408) 843-4107

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).

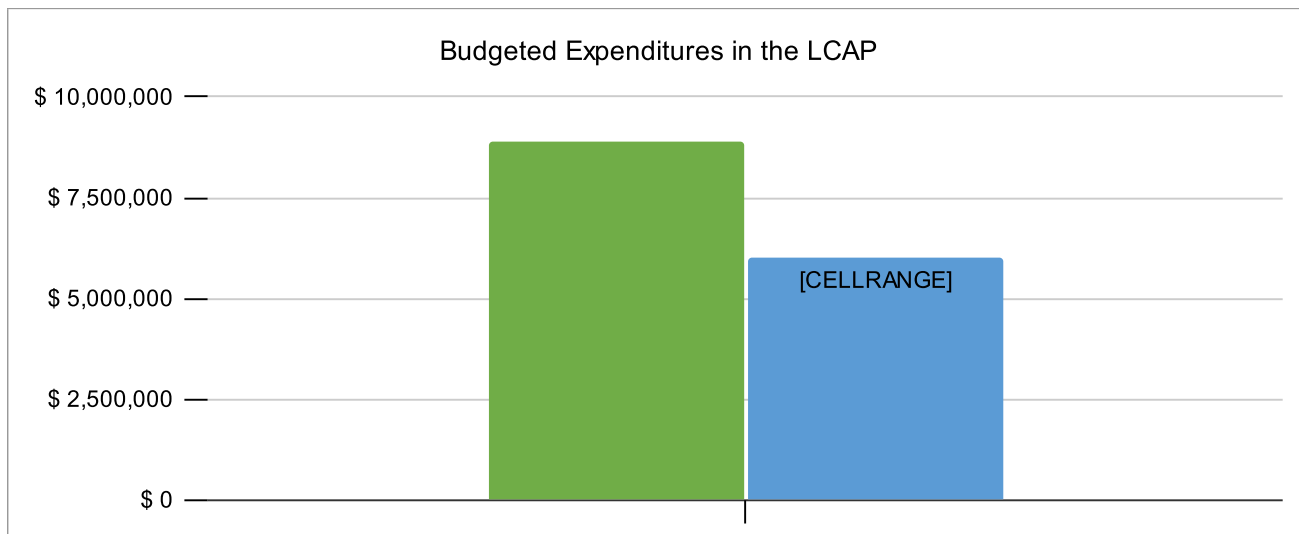
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue Gilroy Prep (a Navigator 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 (a Navigator School) is \$8,954,070.00, of which \$6,764,264.00 is Local Control Funding Formula (LCFF), \$1,601,677.00 is other state funds, \$27,500.00 is local funds, and \$560,629.00 is federal funds. Of the \$6,764,264.00 in LCFF Funds, \$655,706.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 (a Navigator School) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

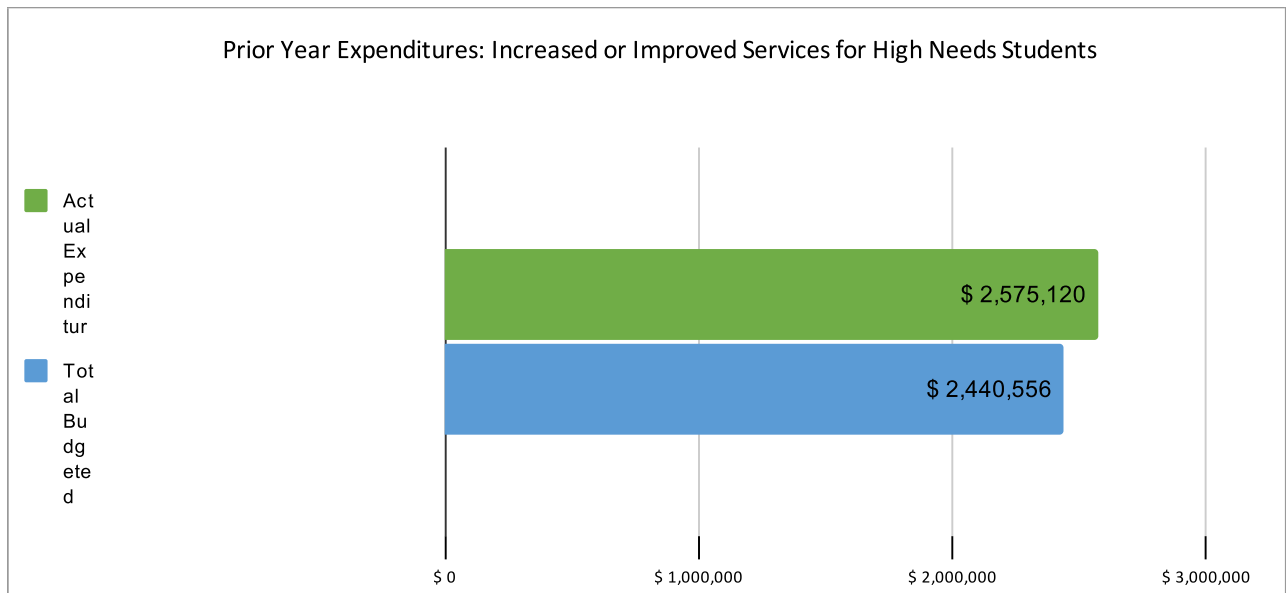
The text description of the above chart is as follows: Gilroy Prep (a Navigator School) plans to spend \$8,876,573.00 for the 2024-25 school year. Of that amount, \$6,019,767.00 is tied to actions/services in the LCAP and \$2,856,806.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Gilroy Prep (a Navigator School) is projecting it will receive \$655,706.00 based on the enrollment of foster youth, English learner, and low-income students. Gilroy Prep (a Navigator School) must describe how it intends to increase or improve services for high needs students in the LCAP. Gilroy Prep (a Navigator School) plans to spend \$1,055,708.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Gilroy Prep (a Navigator 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 (a Navigator 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 2023-24, Gilroy Prep (a Navigator School)'s LCAP budgeted \$2,440,556.00 for planned actions to increase or improve services for high needs students. Gilroy Prep (a Navigator School) actually spent \$2,575,120.00 for actions to increase or improve services for high needs students in 2023-24.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep	Caprice Young, Superintendent and Chief Executive Officer	caprice.young@navigatorschools.org , (408) 843-4107

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.

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.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	91% of staff feel proud to tell people where they work and 72% would recommend working at Navigator to a good friend.	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
KC: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.	88% of parents feel their child is safe and supported on campus and 86% are satisfied with their child’s academic results.	84% of parents feel their child is safe and supported on campus and 86% are satisfied with their child’s academic results. (Annual Parent Survey, May 2024)	At least 88% 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 GPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	57% feel proud to belong to GPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school	66% feel proud to belong to GPS most or all of the time, 86% feel that adults at the school cared about them most or all of the time, and 92% agree that they felt safe at school	At least 48% feel proud to belong to GPS most or all of the time, 63% feel that adults at the school cared about them most or all of the time, and 82% agree that they felt safe at school
Suspension Rates	Less than 2%	0.01%	0.04%	1.60%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	average of 96%	94%	92.69%	95.12%	96%
Chronic Absenteeism	less than 10%	17.4%	19.02%	13.50%	Less than 10%

Goal Analysis

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 implementation. We were able to successfully utilize the actions laid out in this goal to help create a culture of excellence within the school community.

- In action 1, GPS was able to successfully staff their leadership team and bi-lingual office staff who worked hard to maintain a positive school culture.
- In action 3, GPS leadership team was able to implement staff and student circles to build social emotional learning.
- In action 4, GPS was able to maintain a safe climate for students and staff by keeping the facilities in good repair, as shown on the latest Facilities Inspection Tool (FIT).
- In action 5, GPS received services from the Support Office and staff felt supported and proud to work at Navigator, as shown in our staff survey results (91% felt proud).

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.

All of the expenditures were within 10% of their planned budget with the exception of the expenses for Action 4. For Action 4, Provide Safe Environment for All, expenses are expected to come in approximately 13% lower than budgeted. This is largely due to supplies related to facility operations, which will come in \$40,000 less than anticipated (accounting for approximately half of the difference).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on the successful achievement of our metric targets, we see that many of our actions were implemented with substantial success, although we did not meet all targets completely. We therefore see these actions as partially effective.

- The goal for chronic absenteeism was less than 10% and we missed the goal with a rate of 13.5%, down from 19.2% the previous year. We will continue to work towards our target in the coming year by hiring an Attendance Specialist and by continued family outreach.
- The goal for average daily attendance was 96%, and this was also missed but by only less than 1%. The attendance rate was a substantial increase from the previous year when attendance was 92.7%. The attendance specialist will continue to work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.
- The goal for the staff survey was 96% of staff feel proud to work at Navigator and 86% of staff would recommend Navigator to a friend. This goal was not met with 91% of staff who feel proud and 72% who would recommend Navigator to a friend. Leadership will continue to build a culture of excellence with team building activities and will continue with the Valor circles for SEL for staff.

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.

While this precise goal and associated actions will not be repeated in the new LCAP, we will continue to foster a culture of excellence in our school as noted above by honing these actions and a focus on the associated metrics throughout both Goals 1 and 2 of the 2024-27 LCAP.

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.

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	The baseline was not met due to learning loss from the pandemic	50.14% Met or Exceeded the standard for Math from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website DF +3 from California State Dashboard: 0.8 Points Below Standard	SBAC Math +3 from 2021-22 DFS

<p>SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE</p>	<p>SBAC ELA +3 from 2018-19 DFS</p>	<p>Not yet available</p>	<p>The baseline was not met due to learning loss from the pandemic</p>	<p>67.6% Met or Exceeded the standard for ELA from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p> <p>DF +3 from California State Dashboard: 37.9 Points Above Standard</p>	<p>SBAC ELA +3 from 2021-22 DFS</p>
<p>English Learner Progress</p>	<p>English Learner Progress metrics were changed this year. New baseline will be set with actuals from 2020-21 dashboard.</p>	<p>Not yet available</p>	<p>54.6% making progress towards English language proficiency</p>	<p>39.2% from the California Dashboard for 2023 the English Learner Progress</p>	<p>At least 54.6% making progress towards English language proficiency</p>
<p>SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE</p>	<p>SBAC Science +3 from 2018-19 DFS</p>	<p>Not yet available</p>	<p>Not available yet</p>	<p>41.18% Met or Exceeded the standard for Science from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p>	<p>SBAC Science +3 from 2021-22 DFS</p>

Goal Analysis

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 from appropriately credentialed teachers and staff.

- In action 1, all teachers were appropriately assigned, trained and credentialed and used data-driven instruction.
- In action 2, Teachers in Training served as substitutes to provide our teachers time for coaching and collaboration with partner teachers.
- In action 3, Small Group Instructors provided small group instruction to students using data driven instruction at the appropriate level for the students.
- In action 4, English Learners were provided access to CCSS and ELD standards for instruction. Staff were provided professional development and increased planning time in order to implement ELD standards into instructional time.
- In action 6, all standards aligned instructional materials that were needed were purchased at the beginning of the school year.
- In action 7, physical education was provided to grades K through 8.
- In action 8, Grades K through 3 each had an additional Small Group Instructor leading small group learning to mitigate learning loss from the pandemic.

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.

Actions 1-4 each cost within 10% of the originally planned budget. Action 5, Instructional materials, cost 17% lower than planned based on the need for fewer and less expensive materials for the planned instruction. Action 7, Physical Education, cost 18% less than planned based lower salary levels for newly hired staff members than originally planned. Action 8, Learning loss mitigation, cost 56% more than originally budgeted due to the hiring of an unbudgeted staff person to support that action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did meet most of our metric targets, we are finding that learning loss due to the Pandemic is still relevant. The metrics available for this LCAP annual update reflect testing in 2022-23, though, so we cannot fully reflect on our actions during this school year. Nonetheless, we will continue to address learning loss so we can meet our SBAC metrics in the future.

- The goal for math, ELA and science SBAC was +3 percent from the 2018-19 SBAC scores. Based on the 2022-23 SBAC scores, we did not meet this goal, however our scores were still well above the state scores, with 54.14% of students being proficient in math, 67.6% proficient in ELA, and 41.18% proficient in Science.
- English Learner progress was down from the previous year, from 54.6% of students making progress to 39.2% making progress. An ELD coordinator is being hired to take the lead to ensure our English Learners are successful in school and in life.

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.

We will continue to staff all classrooms with properly credentialed teachers, Small Group Instructors, and Teachers in Training. We will focus on increasing our ELD progress rate with a robust set of activities in Goal 1, Action 5 of the 2024-27 LCAP.

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

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	Weekly coaching for teachers an average of 20 times a school year	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	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	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	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year

Goal Analysis

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 Actions for this Goal were implemented as planned. School leadership staff prioritized their calendaring at the beginning of the school year to ensure weekly 30-minute academic coaching meetings for each instructional staff member. School leadership staff also prioritized calendaring of weekly staff observation times. All school leadership 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.

- In Action 1, school leadership provided weekly coaching to all teachers, Teachers in Training and Small Group Instructors to continuously improve instruction for students and growth for staff.

- In Action 2, the Director of Schools provided weekly coaching to Principal, and the Director of Student Services provided weekly coaching to Special Education Resource Teachers.

Additionally, Navigator prioritized in-the-moment coaching for all staff members, as well as group coaching when there was 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. These additional actions will continue in the coming years.

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 explicit costs associated with this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The coaching actions at the school site were effective in reaching the metric targets.

-The goal of weekly coaching for all staff was achieved, with 100% of staff being coached weekly with an average of 20 time during the school year.

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.

We will continue to provide weekly coaching to all staff at Navigator, as it is one of our main priorities in continually improving. This is reflected in Action 7 of Goal 1 for the 2024-27 LCAP.

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

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%	100%	100%	100%
% of Students not meeting standards who receive intervention support	99%	100%	100%	100%	100%

Goal Analysis

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 in the planned goals and actions. We were able to continue with our MTSS team of leadership, counselors, educational specialists and a school psychologist. The special education team ensured that all students in need of services were provided specialized services.

-In Action 1, with support from the Director of Student Services and the Resource Teacher, Special Education Paraprofessionals provided an inclusive instructional setting by providing appropriate "push in" support in the classrooms. At times, a 1:1 ratio was needed and provided by the Special Education Paraprofessional.

-In Action 2, a .20 FTE School Psychologist was maintained and provided intervention support for students not achieving at grade level. Although a .40 FTE was stated in the action, there were additional school counselors hired to complement the Psychologist in addressing student need.

-In Action 3, Summer School has not happened yet for 2023-24, however it is planned for four weeks from June to July.

-In Action 4, students were provided food service for breakfast, lunch and snacks at no cost to them. The food service staff made sure that all students had an equitable opportunity to enjoy nourishing food.

-In Action 5, through staffing and independent contractors, students were able to receive speech therapy, occupational therapy, and counseling, providing specialized support for identified needs. An attendance specialist was hired to decrease chronic absenteeism and provide family outreach.

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.

Additional funds were needed for staffing associated with this goal. Across Action 1, 2, and 5, spending on staff exceeded the original plan by \$169,000 due to additional student needs beyond what was anticipated in the budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We were effective in the specific actions and were able to exceed our goal of 99% inclusivity for our special education students.
 -100% of students were placed in an inclusive environment.
 -100% of students who were not at grade level received intervention support

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.

We will continue to provide specialized services to all students and exceed our goal of 99% inclusivity for our special education students and exceed the goal of 99% for intervention.

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.

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%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	96%	At least 94%

Goal Analysis

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 changes to the planned actions and goals. The full time site administrator for IT was able to support staff and students with their technology needs.

- In Action 1, a full time IT Admin was present on site to provide staff and students with IT support.
- In Action 2, Illuminate was used for student assessment and reporting for data driven student support. Tableau software was utilized to enhance data reporting so that staff could easily identify student needs.
- In Action 3, all students were provided a 1:1 iPad device used for blended learning applications.
- In Action 4, all staff was provided up-to-date technology for lesson planning, instruction and, when necessary, meetings.
- In Action 5, high speed internet was provided throughout the campus to accommodate the use of technology for learning.

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.

Some costs of planned actions varied from the original budget. For Action 2, Assessment costs were budgeted as \$14,890 but are now expected to cost \$4,870. This is due to the assessment tool costing less than anticipated. For Action 4, the action was budgeted at \$5,547 and final anticipated cost is \$6,534 - this is due to an additional purchase of staff technology that was not in the budget. Finally, Action 5 will cost \$8,630, versus the originally budgeted \$18,500 due to support from the federal E-Rate program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions we implemented were effective, and we were able to maintain a 1:1 iPad ratio for students.

- The metric target was 100% of students having an iPad; this target was met.
- The metric target was 100% of students having access to adaptive applications to support personalized learning; this target was met
- The metric target was 93% customer satisfaction (IT job tickets resolved satisfactorily); this target was exceeded with a satisfaction rating of 96%.

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.

We will continue to have a technology focus for our students and staff.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

- 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.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep (a Navigator School)	Caprice Young, Chief Executive Officer	caprice.young@navigatorschools.org (408)843-4107

Plan Summary 2024-25

General Information

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

Gilroy Prep (GPS) is a TK-8th grade independent public charter school opened in 2011 that serves students and families in the City of Gilroy. From our inception, we've been driven by a singular vision: to create a learning environment that not only meets the academic needs of our students but also fosters leadership, collaboration, and a deep sense of community. Central to our approach is the integration of small group instruction across all grade levels. With a student-instructor ratio of 15:1, each student benefits from personalized attention, tailored to their unique learning needs. Whether within middle school "squads" or during small group sessions, our curriculum prioritizes individualized support, fostering a dynamic learning environment where every student can thrive. GPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2023, 67.61% of GPS students met or exceeded standard in English Language Arts and 50.14% met or exceeded standard in Math, both significantly higher than state averages. A testament to our engaging environment and dedicated staff, we have a 96% attendance rate. Students are eager to come to school and participate in the learning process. Beyond academics, Gilroy Prep offers a range of extra-curricular programs. From arts to athletics, there's something for every student to explore and excel in.

GPS serves 540 students with the following demographics: 46.1% free or reduced-price lunch, 26.2% English language learners, and 12.0% special education. GPS students are ethnically diverse: 63.1% Hispanic or Latino, 15.2% Asian, 15.0% White, 3.5% Two or More Races, 1.9% Black or African-American, and 0.9% Native Hawaiian and Other Pacific Islander. GPS parents have varied education levels: 19.5% graduate degree or more, 24.3% college degree, 20.2% some college or associate's degree, 17.8% high school degree, and 18.2% no high school degree or did not answer. Gilroy has a population of approximately 58,000, and is home to a vibrant agribusiness economy and has also become home to commuters to Silicon Valley and San Jose.

GPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just

academically proficient but are also socially responsible and globally aware. Navigator also operates Hollister Prep, Watsonville Prep and Hayward Collegiate.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for GPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and GPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Gilroy Prep, consultation with the local tribe and labor organizations was not applicable.

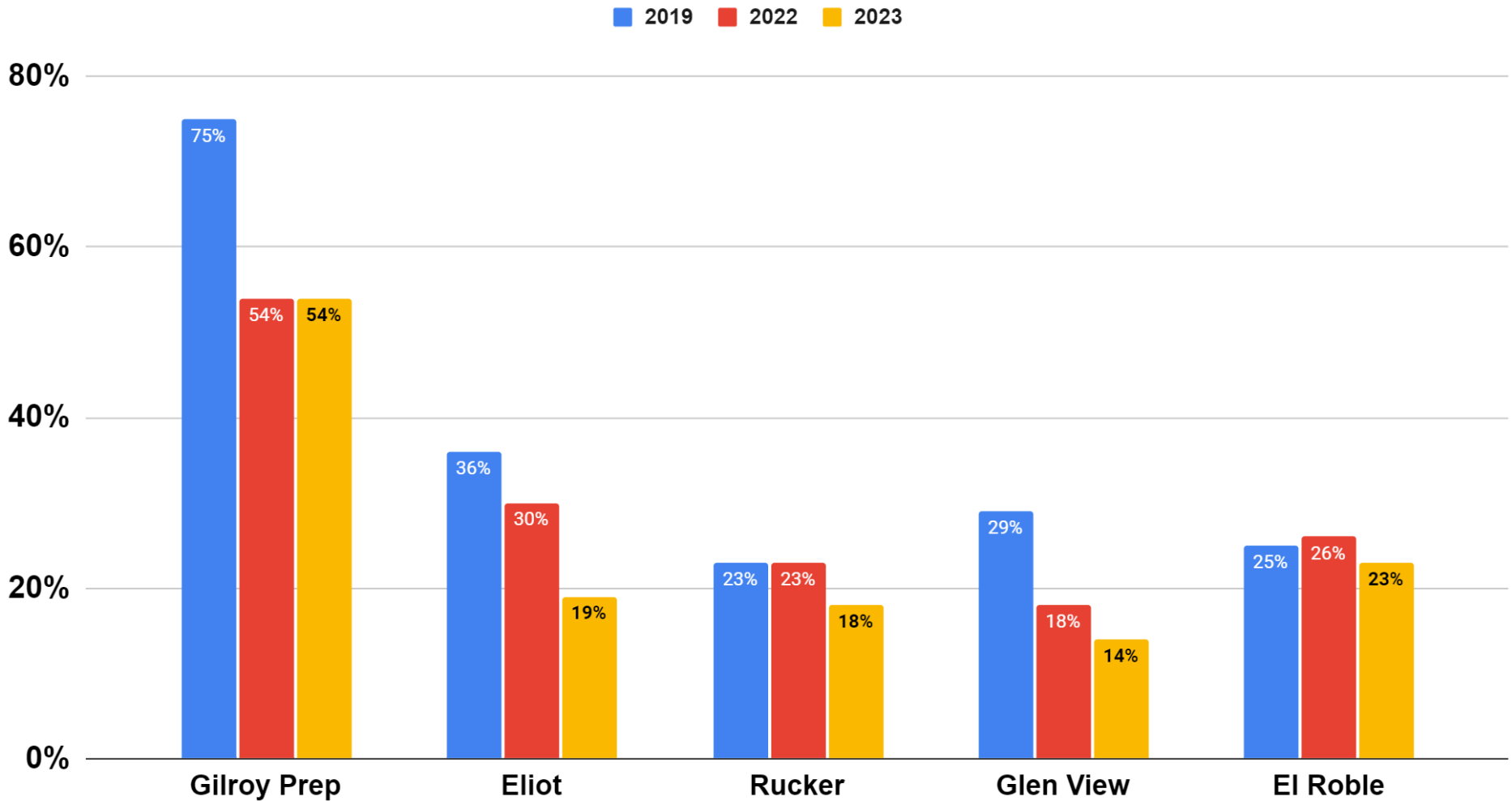
Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

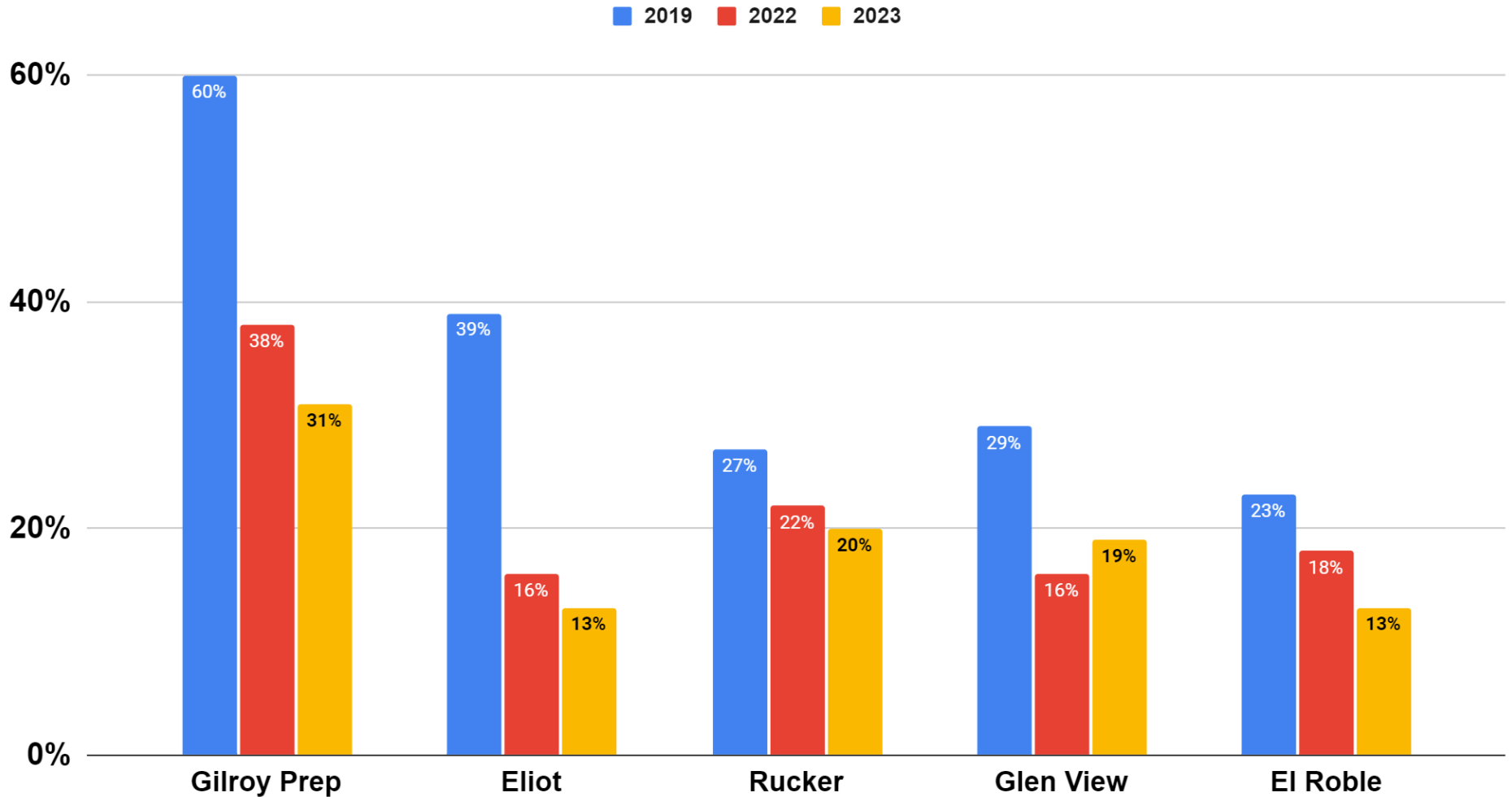
Gilroy Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 70.5% of students achieving proficiency or above, a significant leap from 67% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges, but are showing remarkable staying power in ELA (remaining at 54%), as seen in the chart below. Math has posed more challenges, with the percentage of students reaching proficiency or

above dropping to 51.9% from 55.5%, and a similar trend seen for students from low socioeconomic backgrounds, who dropped from 38% to 31% in Math (as seen below). Although we still have a ways to go to reach pre-pandemic achievement levels and excel in all academic areas, we are outperforming similar surrounding schools, as also evidenced in the charts.

SBAC ELA Socioeconomically Disadvantaged Gilroy Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



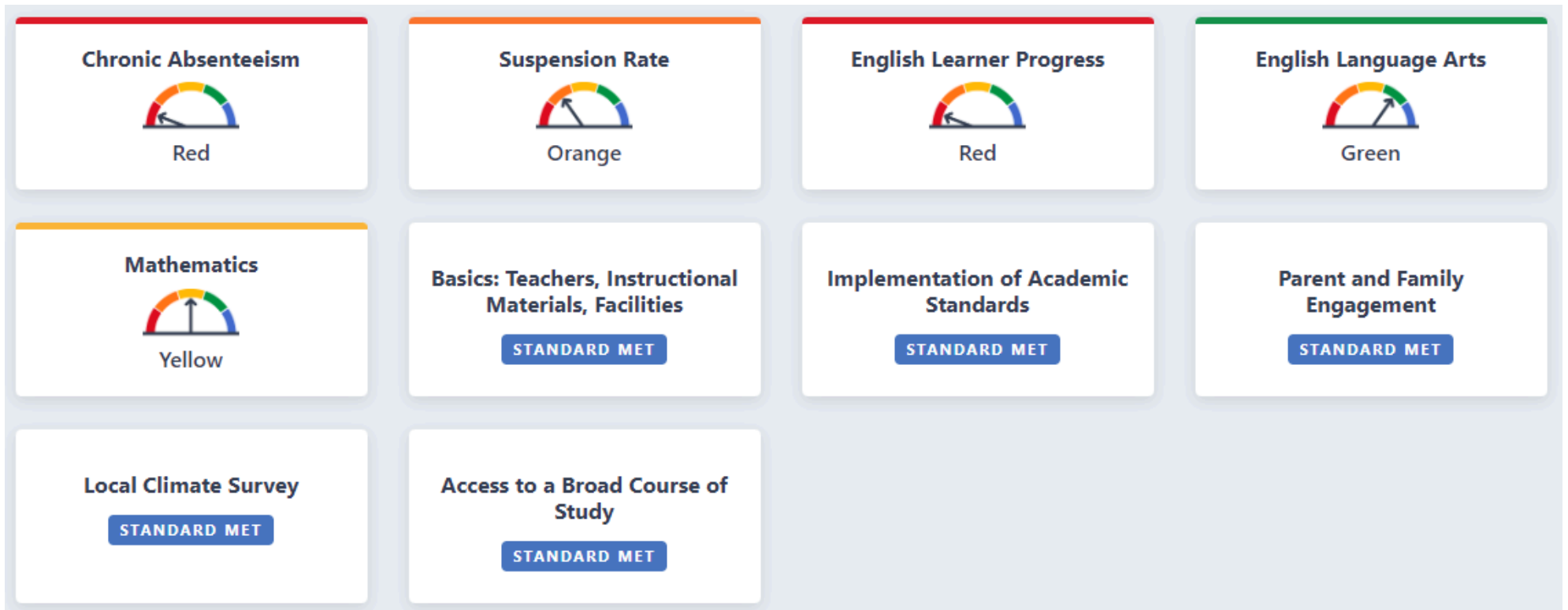
SBAC Math Socioeconomically Disadvantaged Gilroy Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



During 2023-24, Gilroy Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. Between 2019 and 2023, the school's percentage of socioeconomically disadvantaged students dropped artificially from 49.8% to 43.6%. During 2023-24, the percentage was documented to be 53.9%.

Below is a screenshot of our California School Dashboard for the 2022-23 School Year. Chronic Absenteeism (Red Indicator), suspension rates (Orange Indicator), and English Learner Progress (Red Indicator) were challenges during 2023. Gilroy Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Gilroy Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Gilroy Prep defines progress and state measures of progress. Gilroy Prep has maintained a higher bar for progress than the state. In 2024-25, Gilroy Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, through Goal 1, Action 5, Gilroy Prep has chosen to elevate Multilingual Learner success, through which GPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Gilroy Prep is not eligible for technical assistance.

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.

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2024 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2024.</p> <p>A staff survey was administered in February 2024, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p> <p>In November 2023 and January 2024, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.</p>
<p>Parents</p>	<p>Parents were engaged in a variety of ways, including a family survey administered in January 2024, Parent Advisory Council meetings, including one on April 15, 2024, and Community Schools Advisory Council meetings, including one on February 7, 2024. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).</p>
<p>Students</p>	<p>Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the surveys and the needs assessments, it was evident families and staff wanted to include additional resources to support social emotional learning, such as Valor and Second Step. Comments requested a more direct approach to bullying and behavior concerns. The community feedback through focus groups and surveys also included the need for a strengthened science program, which has been included in the plan. Feedback from staff, including principals and leadership team, as well as dashboard reflections prioritized the need for focused ELD instruction which is reflected in Goal 1 actions.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Gilroy Prep scored green on English Language Arts progress and yellow on Mathematics progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 38.6% Low Income: 54.1% Students with Disabilities: 6.9% Asian: 90.9% Hispanic: 59.8% White: 71.7% (LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 75.6% English Learners: 46.6% Low Income: 62.1% Students with Disabilities: 14.9% Asian: 90.9% Hispanic: 67.8% White: 79.7% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	

2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	<p>All Students: 50.14%</p> <p>English Learners: 21.7%</p> <p>Low Income: 31.1%</p> <p>Students with Disabilities: 10.4%</p> <p>Asian: 84.9%</p> <p>Hispanic: 38.0%</p> <p>White: 67.9%</p> <p>(LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)</p>			<p>All Students: 58.14%</p> <p>English Learners: 29.7%</p> <p>Low Income: 39.1%</p> <p>Students with Disabilities: 19.4%</p> <p>Asian: 90%</p> <p>Hispanic: 46.0%</p> <p>White: 75.9%</p> <p>(LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)</p>	
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3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	<p>All Students: 41.18%</p> <p>English Learners: 4.35%</p> <p>Low Income: 25.49%</p> <p>Students with Disabilities: NA</p> <p>Asian: 90.90%</p> <p>Hispanic: 25%</p> <p>White: 76.92%</p> <p>(LEA average & all significant subgroups; Source: 2022-23 CAST assessment; caaspp-elpac.ets.org)</p>			<p>All Students: 49.18%</p> <p>English Learners: 13.35%</p> <p>Low Income: 34.49%</p> <p>Students with Disabilities: NA</p> <p>Asian: 90.90%</p> <p>Hispanic: 33%</p> <p>White: 82.92%</p> <p>(LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)</p>	
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4	<p>ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate</p>	<p>% of students improving a level or maintaining Level 4: 39.2% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 37.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/)</p>			<p>% of students improving a level or maintaining Level 4: 47.2% (Source: California State Dashboard)</p> <p>% students reclassified fluent English proficient: 39.9% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)</p>	
5	<p>ELA: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100% (Source: Internal curriculum checklist, Spring 2024)</p>			<p>100% (Source: Internal curriculum checklist)</p>	

6	ELD: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
7	Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
8	Next Generation Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
9	History-Social Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	

10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)			100% (Source: Student Information System)	
11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	Clear: 6.00 (33%) Out-of-Field: 1.00 (6%) Intern: 0.00 (0%) Ineffective: 11.00 (61%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)			Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on Teacher Credentialing, Spring 2027)	
12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone interview, panel interview, performance task and reference checks).	100% (Source: Internal candidate tracking system, Spring 2024)			100% (Source: Internal candidate tracking system)	

13	Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
14	Instructional Staff PD Survey: 80% or more of staff rate that they "agree" or "strongly agree" that PD sessions were valuable and impactful towards their teaching practices	80% (Source: Internal PD surveys, Spring 2024)			80% (Source: Internal PD surveys)	
15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)			20 times annually (Source: Internal coaching logs)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned personalized instruction	-Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math -Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit). This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. -Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core -Up-to-date standards-aligned instructional materials, evaluated by faculty	\$1,867,459	No

2	Interventions	<ul style="list-style-type: none"> -Use of online learning programs for specialized supports -MTSS program and Student Support Team: Identification and support for struggling students -Early intervention plans -Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) -Intervention Coordinator -Extended school day and school year -Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$1,109,420	Yes
3	Teacher hiring and credentialing	<ul style="list-style-type: none"> -All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. -All teachers will hold an appropriate California teaching credential for their assignment 	\$12,056	No
4	Supports for students with disabilities	<p>Student Services team (SS Director, coordinators, full inclusion paras, contract instructors) to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs</p>	\$815,687	No

5	English learner instruction	<p>-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <p>-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching</p> <p>-All English Learners receive designated ELD instruction in small groups at their appropriate level</p> <p>-Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems</p> <p>-Data-analysis and coaching meetings with specific focus on ELD standards and students</p> <p>-All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>	\$37,500	Yes
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6	Professional development	<p>-Professional Development sessions on:</p> <ul style="list-style-type: none"> -->CCSS and NGSS -->Core Curriculum implementation -->Data-driven instruction -->Social Emotional Learning -->Classroom Culture -->Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth -->Culturally competent teaching -->Technology skills -->Professional Learning Communities: grade level and content time -->Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$307,147	No
7	Teacher coaching and supervision	<ul style="list-style-type: none"> -Weekly one-on-one instructional coaching meetings -Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) -Practice with the coach before launching with skill -Cyclical process of observation, follow-up and observation 	\$106,188	Yes

Goal 2

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (although it has decreased from 25% to just over 12% in the most recent year of data) and suspension rates have been areas of growth for our school. A culture of excellence occurs when students feel connected to their school community and supported to reach their full potential. The power of a staff of mission-aligned educators is crucial to a positive and successful school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	
2	Student Survey: % indicating satisfaction with school safety and sense of belonging	92% agree that they felt safe at school, 66% feel proud to belong to GPS most or all of the time (Source: Core SEL Survey, Spring 2024)			92% agree that they felt safe at school, 70% feel proud to belong to GPS most or all of the time (Source: Core SEL, Spring survey)	

3	Suspension rate for all students and all numerically significant subgroups	<p>All Students: 1.6% English Learners: 3% Low Income: 2.5% Students with Disabilities: 1.6% Asian: 0% Hispanic: 2% White: 2.4%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <1.6% English Learners: <3% Low Income: <2.5% Students with Disabilities: <1.6% Asian: <1.6% Hispanic: <2% White: <2.4%</p> <p>(Source: California Dashboard)</p>	
4	Expulsion Rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic: 0% White: 0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic: 0% White: 0%</p> <p>(Source: Student Information System)</p>	
5	Average Daily Attendance	<p>94.89%</p> <p>(Source: 23-24 P-2 report)</p>			<p>96%</p> <p>(Source: P-2 report)</p>	

6	Chronic Absence Rate for all students and all numerically significant subgroups	<p>All Students: 23.9% English Learners: 27.4% Low Income: 30.6% Students with Disabilities: 30.2% Asian: 8.6% Hispanic: 29.1% White: 20%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10%</p> <p>(Source: CA Dashboard)</p>	
7	Middle school dropout rate	<p>0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>0%</p> <p>(Source: Student Information System)</p>	
8	The number of instances where facilities do not meet the "good repair" standard.	<p>0</p> <p>(Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)</p>			<p>0</p> <p>(Source: Facilities Inspection Tool, Bi-annual Walkthrough)</p>	

9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	84% of parents feel their child is safe and supported on campus and 86% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)			At least 86% of parents feel their child is safe and supported on campus and 90% are satisfied with their child's academic results. (Source: Annual Parent Survey)	
10	Parent Survey: % who feel engaged in decision-making	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family engagement in school policies and decision-making	-Board engagement: the bylaws for Navigator Schools Board of Directors mandate at least two parent representatives. Board meetings are held via Zoom so all families can participate. -Survey development and administration throughout the year to address school issues and inform discussions. Surveys are given to scholars, staff, and families. -Parent education and events: grade level spotlights, literacy training, parent-teacher conferences, school festivals, attendance celebrations -Communication: ParentSquare (automatic translation to home language); school website maintenance and updates	\$47,923	No
2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	\$0	No

3	Social-emotional learning	<ul style="list-style-type: none"> -Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection -Use morning huddles for staff and students to foster SEL -Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$140,287	Yes
4	Student activities	<ul style="list-style-type: none"> -Monthly Get In celebrations based on PBIS -PBIS store to incentivize positive behavior -Field Trips -After school programs and extracurricular activities utilizing ELOP funding -Culture heritage and community celebrations 	\$795,738	No
5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> -School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community -Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials -Review and update school safety plan annually (managed by SSC) 	\$669,912	No
6	Chronic absenteeism support	<p>Gilroy Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, and Hispanic students</p> <ul style="list-style-type: none"> -Attendance specialist at all school sites (GPS, HPS, WPS, not Hayward Collegiate) -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10% 	\$110,450	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$655,706	\$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
10.73%	0%	\$0	10.73%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.2 Interventions</p>	<p>Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p>	<p>Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
<p>1.7 Teacher coaching and supervision</p>	<p>Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p>	<p>Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>

<p>2.3 Social-emotional learning</p>	<p>Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5 English learner instruction	English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metric(s) to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

For any limited 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, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

Not applicable. Gilroy Prep is not projecting to receive the Concentration Grant in 2024-25.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 6,108,558	\$ 655,706	10.734%	0.000%	10.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,068,730	\$ 1,813,437	\$ -	\$ 137,600	\$ 6,019,767.00	\$ 4,316,898	\$ 1,702,869

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards-aligned personalized instruction	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 1,679,179	\$ 188,280	\$ 1,848,459	\$ -	\$ -	\$ 19,000	\$ 1,867,459	0.000%
1	2	Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,054,520	\$ 54,900	\$ 949,520	\$ 54,900	\$ -	\$ 105,000	\$ 1,109,420	0.000%
1	3	Teacher hiring and credentialing	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ 12,056	\$ -	\$ 12,056	\$ -	\$ -	\$ 12,056	0.000%
1	4	Supports for students with disabilities	SWD	No	LEA-wide	N/A	N/A	Ongoing	\$ 675,687	\$ 140,000	\$ 815,687	\$ -	\$ -	\$ -	\$ 815,687	0.000%
1	5	English learner instruction	ELL	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 37,500	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 37,500	0.000%
1	6	Professional development	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 307,147	\$ -	\$ 293,547	\$ -	\$ -	\$ 13,600	\$ 307,147	0.000%
1	7	Teacher coaching and supervision	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 106,188	\$ -	\$ 106,188	\$ -	\$ -	\$ -	\$ 106,188	0.000%
2	1	Family engagement in school policies and decision-making	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 20,923	\$ 27,000	\$ -	\$ 47,923	\$ -	\$ -	\$ 47,923	0.000%
2	2	Community engagement	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	3	Social-emotional learning	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 132,743	\$ 7,544	\$ -	\$ 140,287	\$ -	\$ -	\$ 140,287	0.000%
2	4	Student activities	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 182,500	\$ 613,238	\$ -	\$ 795,738	\$ -	\$ -	\$ 795,738	0.000%
2	5	Facilities maintenance and health & safety	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 10,061	\$ 659,851	\$ -	\$ 669,912	\$ -	\$ -	\$ 669,912	0.000%
2	6	Chronic absenteeism support	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 110,450	\$ -	\$ 55,329	\$ 55,121	\$ -	\$ -	\$ 110,450	0.000%

2024-25 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
\$ 6,108,558	\$ 655,706	10.734%	0.000%	10.734%	\$ 1,055,708	0.000%	17.282%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

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	Standards-aligned personalized instruction	No	LEA-wide		N/A	\$ -	0.000%
1	2	Interventions	Yes	LEA-wide	All	All Schools	\$ 949,520	0.000%
1	3	Teacher hiring and credentialing	No	LEA-wide		N/A	\$ -	0.000%
1	4	Supports for students with disabilities	No	LEA-wide		N/A	\$ -	0.000%
1	5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$ -	0.000%
1	6	Professional development	No	LEA-wide		N/A	\$ -	0.000%
1	7	Teacher coaching and supervision	Yes	LEA-wide	All	All Schools	\$ 106,188	0.000%
2	1	Family engagement in school policies and decision-making	No	LEA-wide		N/A	\$ -	0.000%
2	2	Community engagement	No	LEA-wide		N/A	\$ -	0.000%
2	3	Social-emotional learning	Yes	LEA-wide	All	All Schools	\$ -	0.000%
2	4	Student activities	No	LEA-wide		N/A	\$ -	0.000%
2	5	Facilities maintenance and health & safety	No	LEA-wide		N/A	\$ -	0.000%
2	6	Chronic absenteeism support	No	LEA-wide		N/A	\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,554,840.00	\$ 6,614,861.00

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)	Explanation for >10% variance	Actuals vs Planned
1	1	Build positive school culture	Yes	\$ 798,484	\$ 719,010	The original plan included 1 vice principal of operations and 1 vice principal of culture	90.05%
1	3	Implement SEL through Valor Compass	Yes	\$ 32,583	\$ 32,500		99.75%
1	4	Provide safe environment for all	No	\$ 665,636	\$ 577,653	Operating supplies is coming in \$40k lower than what was budgeted.	86.78%
1	5	Provide basic services	Yes	\$ 852,469	\$ 852,469		100.00%
2	1	Teacher credentialing	No	\$ 1,695,890	\$ 1,766,111		104.14%
2	2	Teacher development and subbing	Yes	\$ 283,304	\$ 264,365		93.31%
2	3	Small Group Instructors - Reducing ratios	Yes	\$ 428,394	\$ 431,969		100.83%
2	4	Professional development & the common core	Yes	\$ -	\$ -		
2	5	Instructional materials	No	\$ 158,252	\$ 130,595	Insrtuctional Materials came in lower than what was budgeted for	82.52%
2	7	Physical Education	No	\$ 131,768	\$ 108,448	Hired staff member at a lower rate than what was in the budget	82.30%
2	8	Learning loss mitigation	Yes	\$ 126,995	\$ 198,239	Hired an additional staff member to mitigate learning loss	156.10%
3	1	Coaching	No	\$ -	\$ -		
3	2	CMO Coaching	No	\$ -	\$ -		
4	1	Special Education	No	\$ 705,616	\$ 870,618	Includes additional SPED staff for increased student support service needs	123.38%
4	2	Psychological Services	Yes	\$ 64,425	\$ 35,662	Budgeted at .40 fte and is a .20 fte	55.35%
4	3	Summer School	Yes	\$ 52,500	\$ 52,500		100.00%
4	4	Food Services	Yes	\$ 240,000	\$ 247,111		102.96%
4	5	Student Services	No	\$ 162,690	\$ 195,224	Additional incoming students with special needs	120.00%
5	1	Instructional technology	No	\$ 85,313	\$ 80,769		94.67%
5	2	Student assessment	Yes	\$ 14,890	\$ 4,870	Purchased an assessment tool at a lower cost	32.71%
5	3	One to one devices	No	\$ 31,584	\$ 31,584		100.00%
5	4	Technology refresh	No	\$ 5,547	\$ 6,534	Technology for an additional staff member that was not in the budget	117.79%
5	5	Internet connectivity	No	\$ 18,500	\$ 8,630	Erate covered the rest	46.65%
				\$ -	\$ -		

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 557,156	\$ 2,440,556	\$ 2,575,120	\$ (134,564)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Build positive school culture	Yes	\$ 798,484	\$ 719,010.00	0.000%	0.000%
1	3	Implement SEL through Valor Compass	Yes	\$ 32,583	\$ 32,500.00	0.000%	0.000%
1	5	Provide basic services	Yes	\$ 852,469	\$ 852,469.00	0.000%	0.000%
2	2	Teacher development and subbing	Yes	\$ 283,304	\$ 264,365.00	0.000%	0.000%
2	3	Small Group Instructors - Reducing ratios	Yes	\$ 231,370	\$ 431,969.00	0.000%	0.000%
2	4	Professional development & the common core	Yes	\$ -	\$ -		
2	8	Learning loss mitigation	Yes	\$ 126,995	\$ 198,239.00	0.000%	0.000%
4	2	Psychological Services	Yes	\$ 64,425	\$ 35,662.00	0.000%	0.000%
4	3	Summer School	Yes	\$ -	\$ -	0.000%	
4	4	Food Services	Yes	\$ 36,036	\$ 36,036.00	0.000%	0.000%
5	2	Student assessment	Yes	\$ 14,890	\$ 4,870.00	0.000%	0.000%

2023-24 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)
\$ -	\$ 557,156	0.000%	0.000%	\$ 2,575,120	0.000%	0.000%	\$ -	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,

- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:**Educational Partners**

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students

- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o 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.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
 - o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus Carryover %)**

- o 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)**

- o 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)**

- o 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)**

- o 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
November 2023

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*, pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Hollister Prep
CDS code:	35-67470-0127688
LEA contact information:	Caprice Young Superintendent and Chief Executive Officer caprice.young@navigatorsschools.org (408) 843-4107
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	6,282,860
LCFF supplemental & concentration grants	\$	709,687
All other state funds	\$	1,420,032
All local funds	\$	27,500
All federal funds	\$	480,118
Total Projected Revenue	\$	8,210,510
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	8,186,345
Total Budgeted Expenditures in the LCAP	\$	6,517,960
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,118,686
Expenditures not in the LCAP	\$	1,668,385
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,127,398
Actual Expenditures for High Needs Students in LCAP	\$	2,947,698

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>[Respond to prompt here]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Hollister Prep

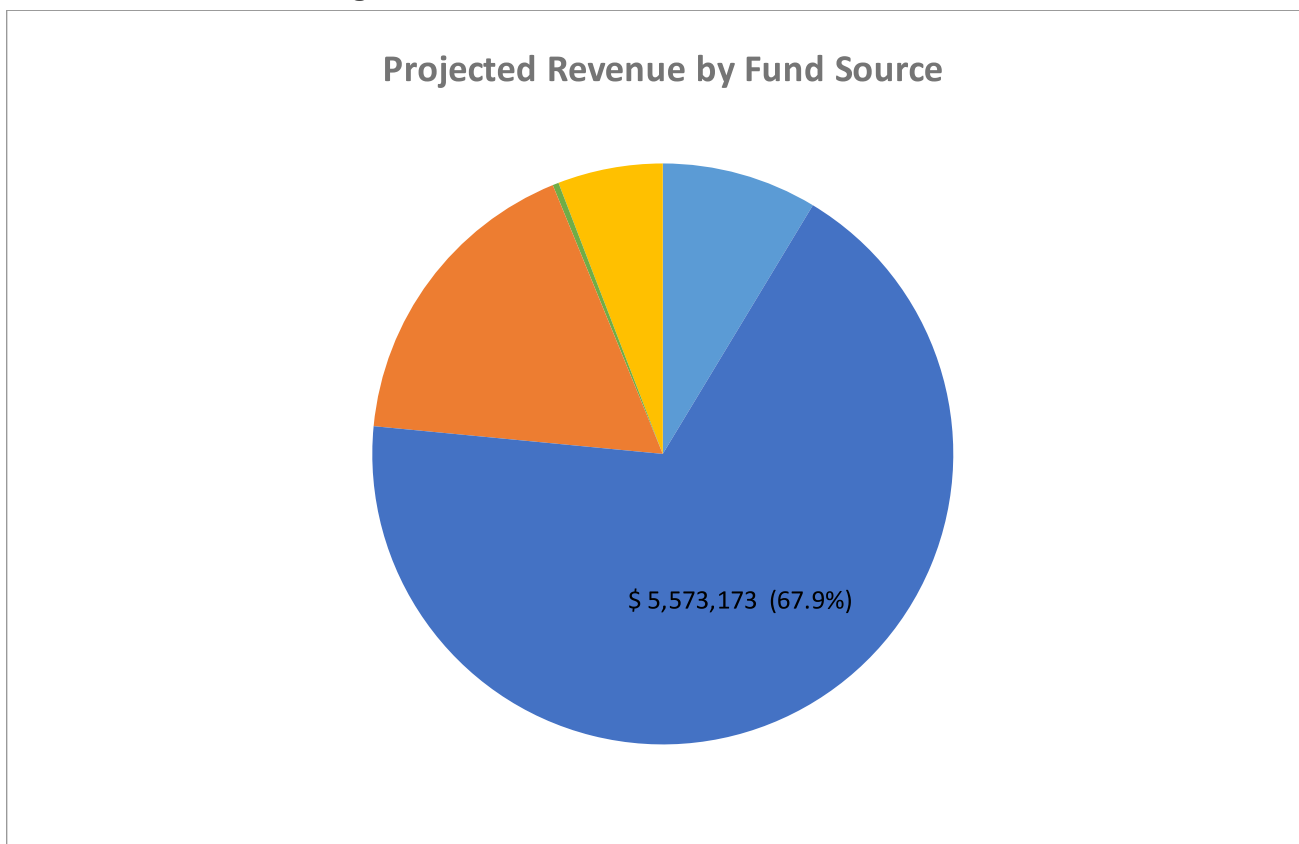
CDS Code: 35-67470-0127688

School Year: 2024-25

LEA contact information: Caprice Young

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).

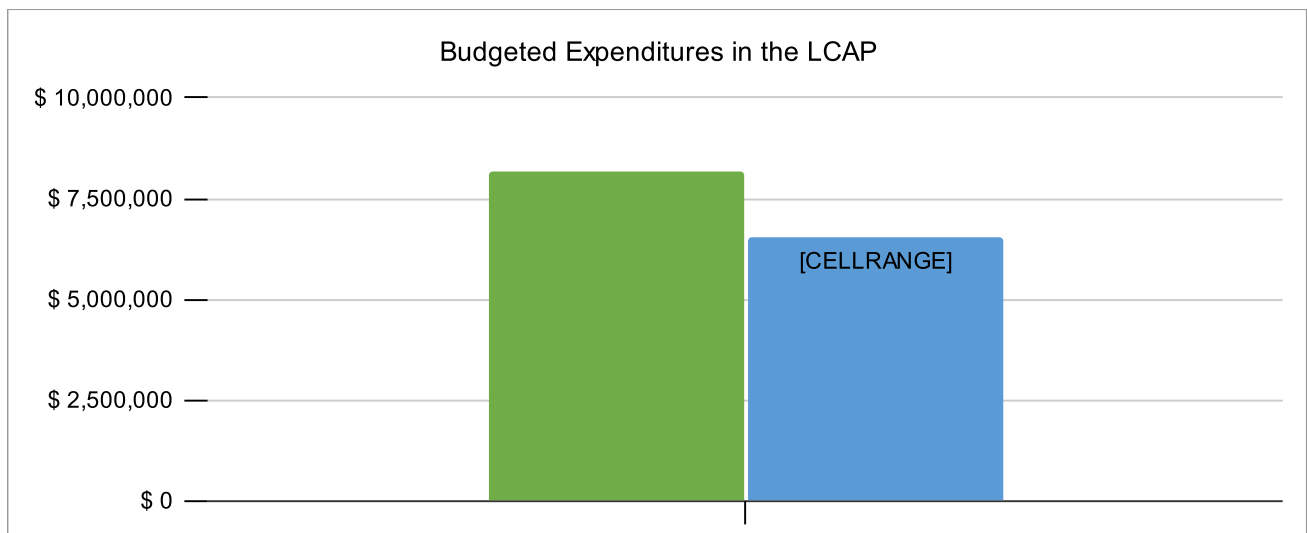
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue Hollister Prep 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 is \$8,210,510.00, of which \$6,282,860.00 is Local Control Funding Formula (LCFF), \$1,420,032.00 is other state funds, \$27,500.00 is local funds, and \$480,118.00 is federal funds. Of the \$6,282,860.00 in LCFF Funds, \$709,687.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

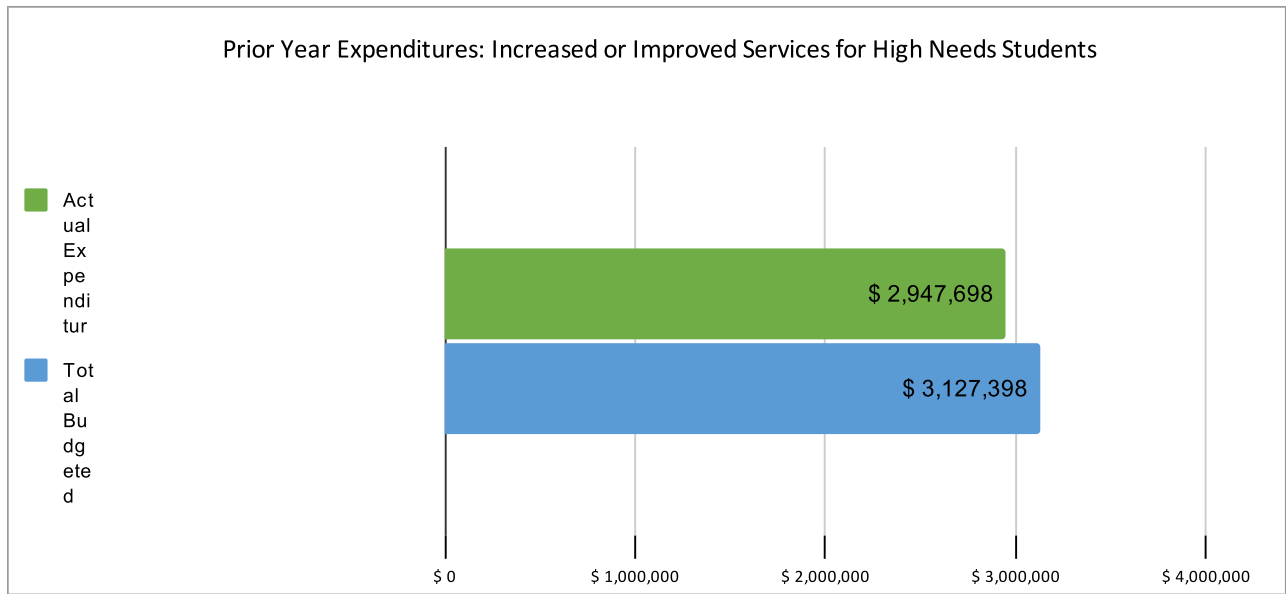
The text description of the above chart is as follows: Hollister Prep plans to spend \$8,186,345.00 for the 2024-25 school year. Of that amount, \$6,517,960.00 is tied to actions/services in the LCAP and \$1,668,385.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hollister Prep is projecting it will receive \$709,687.00 based on the enrollment of foster youth, English learner, and low-income students. Hollister Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Hollister Prep plans to spend \$1,118,686.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Hollister Prep 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 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 2023-24, Hollister Prep's LCAP budgeted \$3,127,398.00 for planned actions to increase or improve services for high needs students. Hollister Prep actually spent \$2,947,698.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$179,700.00 had the following impact on Hollister Prep's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep	Caprice Young, Superintendent and Chief Executive Officer	caprice.young@navigatorschools.org , (408) 843-4107

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. We believe these strategies will lead to a gain of three points on the DFS on all subtests of SBAC for all student subgroups by 2024.

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.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	90% feel proud. 76% would recommend	At least 96% of staff feel proud to tell people where they work and 86% 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.	86% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results.	91% of parents feel their child is safe and supported on campus and 96% are satisfied with their child's academic results.	At least 86% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results.
Student Surveys	70% feel proud to belong to HPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	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 of the time, and 76.5% agree that they felt safe at school	71% feel proud to belong to HPS most or all of the time, 82% feel that adults at the school cared about them most or all of the time, and 74% agree that they felt safe at school	72% feel proud to belong to HPS most or all of the time, 94% feel that adults at the school cared about them most or all of the time, and 93% agree that they felt safe at school	At least 71% feel proud to belong to HPS most or all of the time, 82% feel that adults at the school cared about them most or all of the time, and 74% agree that they felt safe at school
Suspension Rates	Less than 2%	Less than 2%	1.30%	2%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	Average of 96%	Average of 94%	93%	95.05%	96%
Chronic Absenteeism	Less than 10%	14.20%	14.40%	11.20%	Less than 10%
Expulsion Rates	<.5%			0%	

Goal Analysis

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 implementation. 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.

- In Action 1, HPS was able to successfully staff their leadership team and bi-lingual office staff, all of whom worked hard to maintain a positive school culture.
- In Action 3, HPS leadership team was able to implement staff and student circles to build social emotional learning.
- In Action 4, HPS was able to maintain a safe climate for students and staff by keeping the facilities in good repair, as shown on the latest Facilities Inspection Tool (FIT).
- In Action 5, HPS received services from the Support Office and staff felt supported and proud to work at Navigator, as shown in our staff survey results (90% felt proud).
- In Action 6, HPS held weekly Valor circles with students to improve the social and emotional learnings of our students. The MTSS team meets weekly to review data from the student SEL surveys and reach out to those students who need extra support.

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.

Most of the cost associated with this goal was within 10% of the originally budgeted amount, with the exception of the expenses associated with Action 4. In this action, our originally planned budget was \$649,092 and our actual estimated expenditures are \$567,664 (13% decrease). This was due to some vacancies in the planned staffing from some periods throughout the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on the successful achievement of our metric targets, we see that many of our actions were implemented with substantial success, although we did not meet all targets completely. We therefore see these actions as partially effective.

- The goal for chronic absenteeism was less than 10% and we missed the goal with a rate of 11.2%, down from 14.4% the previous year. We continue to work on our chronic absenteeism by hiring an Attendance Specialist and continued family outreach.
- The goal for average daily attendance was 96%, and this was also missed but by less than 1%. The attendance rate was an increase from the previous year when attendance was 93%. The Attendance Specialist will continue to work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.
- The goal for the staff survey was 96% of staff feel proud to work at Navigator and 86% of staff would recommend Navigator to a friend. This goal was not met with 90% of staff who feel proud and 76% who would recommend Navigator to a friend. Although we are proud of our high outcomes in this area, our goal was not reached, so we will continue to team-build with our staff and will have regular check ins with them to ensure they are feeling heard and seen.

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.

We will continue to foster a culture of excellence in our school by learning from the 23-24 goals & actions for our plan for 2024-2027. Specifically, we are targeting academic excellence in Goal 1 of the upcoming LCAP, with a variety of actions associated with additional metrics to push towards improvement over the next 3 years.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC scores in Mathematics Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Math +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	52.84% Met or Exceeded the standard for Math from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website DF +3 from California State Dashboard: 1.8 Points Above Standard	SBAC Math +3 from 2022-23 DFS

<p>SBAC scores in English language arts Distance from Standard (DFS) for all students and all subgroups will increase annually by +3</p>	<p>SBAC ELA +3 from prior year DFS</p>	<p>Not available</p>	<p>This metric was not met due to learning loss from the pandemic</p>	<p>68.39% Met or Exceeded the standard for ELA from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p> <p>DF +3 from California State Dashboard: 35.5 Points Above Standard</p>	<p>SBAC ELA +3 from 2022-23 DFS</p>
<p>English Learner Progress</p>	<p>English Learner Progress metrics were changed this year. New baseline will be set with the actuals from 2020-21 dashboard.</p>	<p>Not available</p>	<p>70.5% making progress towards English language proficiency</p>	<p>43% from the California Dashboard for 2023 the English Learner Progress</p>	<p>At least 70.5% making progress towards English language proficiency</p>
<p>SBAC scores in Science Distance from Standard (DFS) for all students and all subgroups will increase annually by +3</p>	<p>SBAC Science +3 from prior year DFS</p>	<p>Not available</p>	<p>Not available</p>	<p>36.21% Met or Exceeded the standard for Science from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p>	<p>SBAC Science +3 from 2021-22 DFS</p>

Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%			100%	
Every pupil has sufficient access to standards-aligned instructional materials.	100%			100%	
HPS will implement the academic content and performance standards adopted by the state board.	100% of classrooms			100%	
HPS will implement designated and integrated ELD strategies to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of classrooms			100%	
Reclassification Rate	29.41%	29.41%	20%	33.73% Based on students RFEP'd against total EL students enrolled for 22 - 23 school year, most current data.	30%

HPS students will have access to a broad course of study.	100%			100%	
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Goal Analysis

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 from appropriately credentialed teachers and staff.
- In Action 1, all teachers were appropriately assigned, trained and credentialed and used data driven instruction.
 - In Action 2, Teachers in Training served as substitute to provide our teachers time for coaching and collaboration with partner teachers.
 - In Action 3, Small Group Instructors provided small group instruction to students using data driven instruction at the appropriate level for the students.
 - In Action 4, English Learners were provided access to CCSS and ELD standards for instruction. Staff were provided professional development and increased planning time in order to implement ELD standards into instructional time.
 - In Action 6, all standards aligned instructional materials that were needed were purchased at the beginning of the school year.
 - In Action 7, physical education was provided to grades K through 8.
 - In Action 8, Grades K through 3 each had an additional small group instructor instructing small groups to mitigate learning loss from the pandemic.

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 a number of material differences between planned expenditures and estimated actual expenditures:
- For Action 2, the Estimated Actual Expenditures were \$251,357 , while the Budgeted Expenditures were \$395,933. This is a decrease of 37%. This was due to a number of vacancies throughout the year in the Teachers in Training positions, who fill in for teachers when they are participating in school day trainings.
 - For Action 3, Estimated Actual Expenditures were 21% higher than budgeted (~\$97,000) due to additional staff added to help reduce learning loss.
 - For Action 6, Instructional Materials, there were lower costs (~\$64,000 or 61%) due to over-estimating the quantity and cost of materials needed this year for classroom instruction.
 - For Action 7, Physical Education, there were higher costs (~\$23,000 or 18%) due to the teaching credential associated with the person hired to fill this role (the position was originally budgeted for a classified staff person).

- For Action 8, Learning Loss Mitigation, there were lower costs (~\$43,000 or 46%) due to unfilled positions for a portion of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did meet most of our metric goals, we are finding the learning loss due to the Pandemic is still prevalent. We will continue to mitigate learning loss so we can meet our SBAC metrics in the future. The results of the 23-24 SBAC are not yet available, however we do have 22-23 data.

- The goal for math, ELA and science SBAC was +3 percent from the 2018-19 SBAC scores. While we did not meet this goal, our scores were still well above the state scores with 52.84% of students being proficient in math, 68.39% proficient in ELA, and 59% proficient in Science.

- English Learner Progress was down from the previous year, from 70.50% of students making progress to 43% making progress. An ELD coordinator is being hired to take the lead to ensure our English Learners are successful in school and in life.

-The goal for our reclassification rate was 30%. This goal was met and exceeded with a reclassification rate of 33.73% up from the 20% the previous year.

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.

We will continue to staff all classrooms with properly credentialed teachers, small group instructors, and teachers in training. We will focus on improving our ELD progress rate by implementing five activities outlined in Goal 1, Action 5 of our new 2024-27 LCAP.

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

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	Weekly coaching for teachers an average of 20 times a school year	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	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	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	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year

Goal Analysis

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 Actions for this Goal were implemented as planned. School leadership staff prioritized their calendaring at the beginning of the school year to ensure weekly 30-minute academic coaching meetings for each instructional staff member. School leadership staff also prioritized calendaring of weekly staff observation times. All school leadership 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.

- In Action 1, school leadership provided weekly coaching to all teachers, Teachers in Training and Small Group Instructors to continuously improve instruction for students and growth for staff.
- In Action 2, the Director of Schools provided weekly coaching to the Principal, and the Director of Student Services provided weekly coaching to Special Education Resource Teachers.

Additionally, Navigator prioritized in-the-moment coaching for all staff members, as well as group coaching when there was 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. These additional actions will continue in the coming years.

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 explicit costs associated with this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The coaching actions at the school site were effective. 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.

-The goal of coaching for all staff was a success with 100% of staff reaching an average of 20 times during the school year.

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.

We will continue to provide weekly coaching to all staff at Navigator, as it is one of our main priorities in continually improving. This is reflected in Action 7 of Goal 1 for the 2024-27 LCAP.

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

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%	100%	100%	100%
% of Students not meeting standards who are offered intervention support	99%	100%	100%	100%	100%

Goal Analysis

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 in the planned goals and actions and actual implementation. We were able to continue with our MTSS team of leadership, counselors, educational specialists and a school psychologist. The special education team ensured that all students in need of services were provided with specialized services.

- In Action 1, with support from the Director of Student services and the Resource Teacher, Special Education Paraprofessionals provided an inclusive instructional setting by providing appropriate ""push in"" support in the classrooms. At times, a 1:1 ratio was needed and provided by the Special Education Paraprofessional.
- In Action 2, a .60 FTE School Psychologist (slightly more than the originally planned 0.5 FTE) provided intervention support for students who were determined to need support.
- For Action 3, although Summer school has not happened for 2023-24 yet, summer school is planned to take place for four weeks from June to July.
- In Action 4, students were provided food service for breakfast, lunch and snacks at no cost to them. The food service staff made sure that all students had equitable access to nourishing food.
- In Action 5, through staffing and independent contractors, students were able to receive speech therapy, occupational therapy, and counseling, receiving specialized support for identified needs. An attendance specialist was hired to decrease chronic absenteeism and provide family outreach.
- In Action 6, staff was trained at our summer training, Navi 201, in designated and integrated ELD strategies. EL students were provided additional intervention support by area of need.
- In Action 7, the Community Schools Coordinator provided support for foster students who had specific 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.

Estimated Actual Costs were largely as budgeted for this Goal, although two actions varied from plan:

- For Action 2, the Psychologist was increased from 0.5 FTE to 0.6 FTE, increasing the cost by ~\$9,000 or 11%.
- For Action 4, Food Services personnel were budgeted at ~\$86,000 but funds were not needed for this resource, saving 100% of planned expense.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We were effective in the specific actions and were able to exceed our goal of 99% inclusivity for our special education students.

- 100% of students were placed in an inclusive environment.
- 100% of students who were not at grade level received intervention support.

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.

We will continue to provide specialized services to all students and exceed our goal of 99% inclusivity for our special education students and exceed the goal of 99% for intervention, as targeted in Goal 1, Action 4 of the new 2024-27 LCAP.

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.

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%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	96%	At least 94%

Goal Analysis

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 changes to the planned actions and goals during implementation. The full time site administrator for IT was able to support staff and students with their technology needs.

- In Action 1, a full time IT Admin was present on site to provide staff and students with IT support.
- In Action 2, Illuminate was used for student assessment and reporting for data driven student support. Tableau software was utilized to enhance data reporting so that staff could easily identify the needs.
- In Action 3, all students were provided a 1:1 iPad device used for blended learning applications.
- In Action 4, all staff was provided up-to-date technology for lesson planning, instruction and, when necessary, meetings.
- In Action 5, high speed internet was provided throughout the campus to accommodate the use of technology for learning.

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.

Estimated Actual Costs were largely as budgeted for this Goal, although two actions varied from plan:

- For Action 2, the assessment software cost less than anticipated, for a savings of ~\$10,000 or 67%.
- For Action 4, high-speed internet was largely paid for through the Federal e-Rate program, which was not originally in the budget. This resulted in a savings of \$24,000 or 90.5%.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions we implemented were effective.

- The goal was 100% of students having an iPad; this goal was met.
- The goal was 100% of students having access to adaptive applications to support personalized learning; this goal was met
- The goal was 93% customer satisfaction (IT job tickets resolved satisfactorily). This goal was exceeded with a satisfaction rating of 96%.

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.

We will continue to have a technology focus for our students and staff, although given the success of this goal and the full integration of technology excellence into the school, it will not be included in the Goals and Actions of the 2024-27 LCAP.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

2023–24 Local Control and Accountability Plan Annual Update Instructions Page 1 of 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep	Caprice Young, Chief Executive Officer	caprice.young@navigatorschools.org (408)843-4107

Plan Summary 2024-25

General Information

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

Hollister Prep (HPS) is a K-8th grade independent public charter school opened in 2013 that serves students and families in the City of Hollister. The foundation of Hollister Prep is rooted in the mission to provide high-quality education to the most vulnerable students in our communities. From the beginning, Hollister Prep has embraced a unique educational model, drawing inspiration from some of the best schools in America. This approach has not only made a significant difference in the lives of HPS students but has also set a benchmark for educational standards across California and beyond. Hollister Prep boasts a dedicated team of teachers who are deeply committed to their students' success. The low student to teacher ratio allows for personalized attention and support for each student. Our teachers use a model of data-driven instruction and blended learning, ensuring that all students, including English language learners and those with special needs or learning challenges, have access to high-quality educational opportunities. HPS is committed to continuous improvement and has made many recent enhancements to its campus. Our school also continues to expand its extracurricular programs, providing students with a broad variety of activities to explore. This commitment to improvement ensures that HPS is always striving to provide the best possible educational experience for its students. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2023, 68.39% of HPS students met or exceeded standard in English Language Arts and 52.44% met or exceeded standard in Math, both significantly higher than state averages. A testament to our engaging environment and dedicated staff, we have a 96% attendance rate. Students are eager to come to school and participate in the learning process.

HPS serves 530 students with the following demographics: 57.8% free or reduced-price lunch, 27.8% English language learners, and 14.0% special education. HPS students have varied ethnic backgrounds: 86.9% Hispanic or Latino, 8.6% White, 3.0% Asian, and 0.9% Two or More Races. HPS parents have various education levels: 8.0% graduate degree or more, 25.6% college degree, 25.2% some college or associate's degree, 22.6% high school degree, and 18.7% no high school degree or did not answer. The City of Hollister has a population of approximately 44,000, and is home to a vibrant agribusiness economy and has also become home to commuters to Silicon Valley and San Jose.

HPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hayward Collegiate, and Watsonville Prep.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for HPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and HPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Hollister Prep, consultation with the local tribe and labor organizations was not applicable.

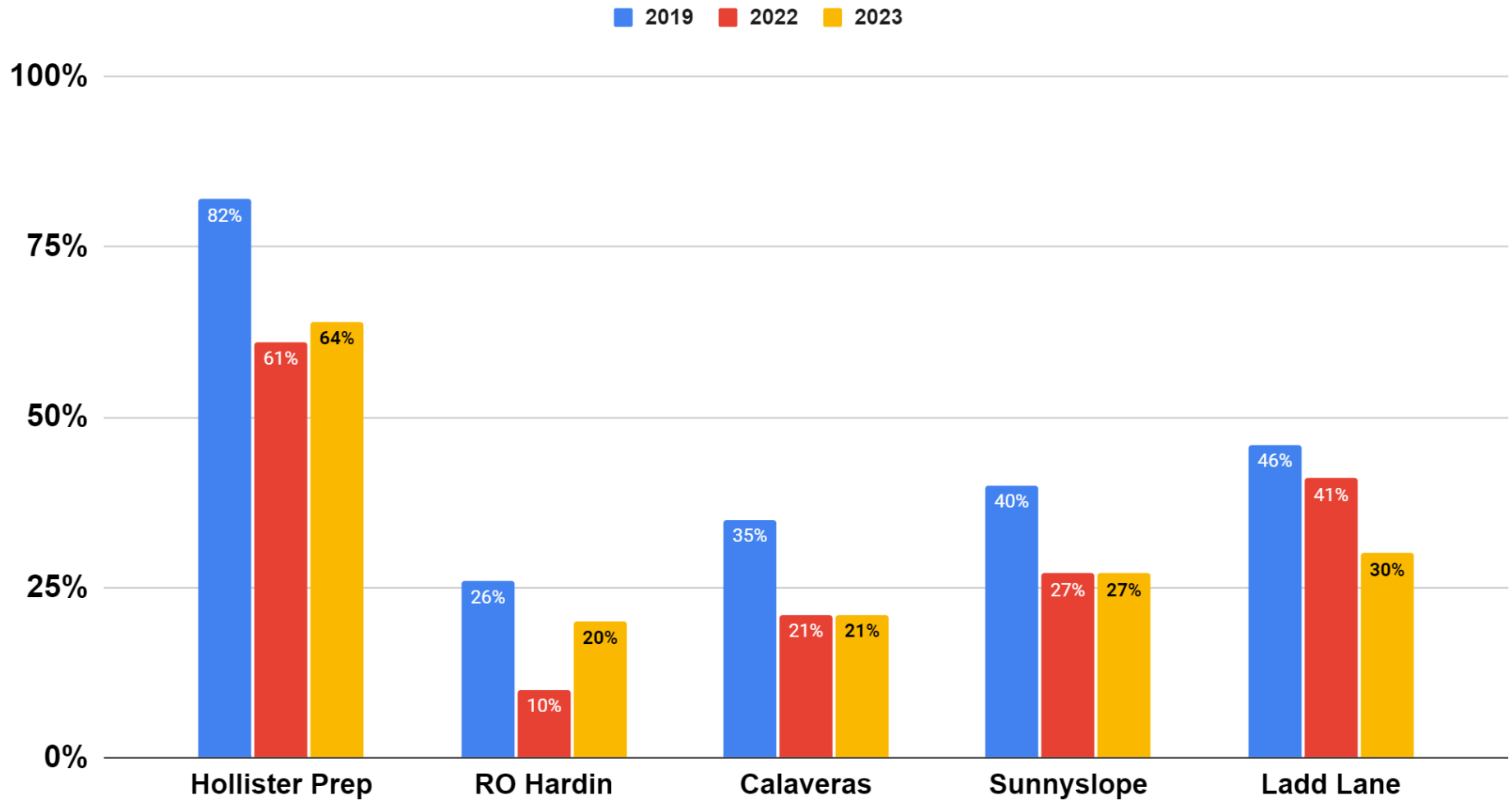
Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

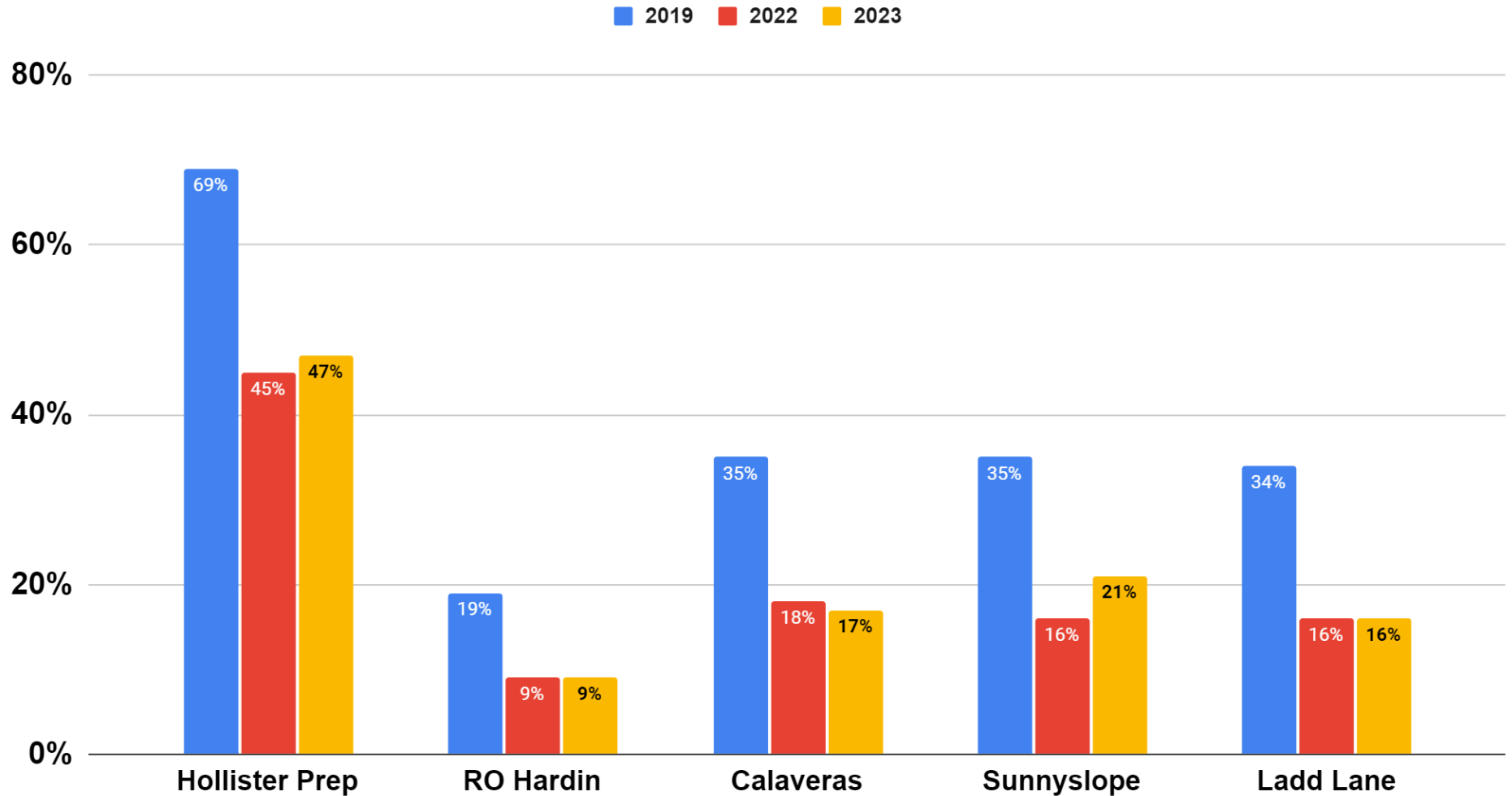
Hollister Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 69.2% of students achieving proficiency or above, a significant leap from

66.3% in 2022. Our students from low socioeconomic backgrounds faced tough COVID challenges but they showed remarkable growth in both ELA (from 61% to 64%) and Math (from 45% to 47%) as you can see below. Math for all students has posed more challenges, with the total percentage of students reaching proficiency or above dropping to 50.2% from 54.4%. Although we still have a way to go to reach pre-pandemic achievement levels, we are outperforming similar surrounding schools by two to three times for low socioeconomic students, as evidenced in the charts below.

SBAC ELA Socioeconomically Disadvantaged Hollister Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



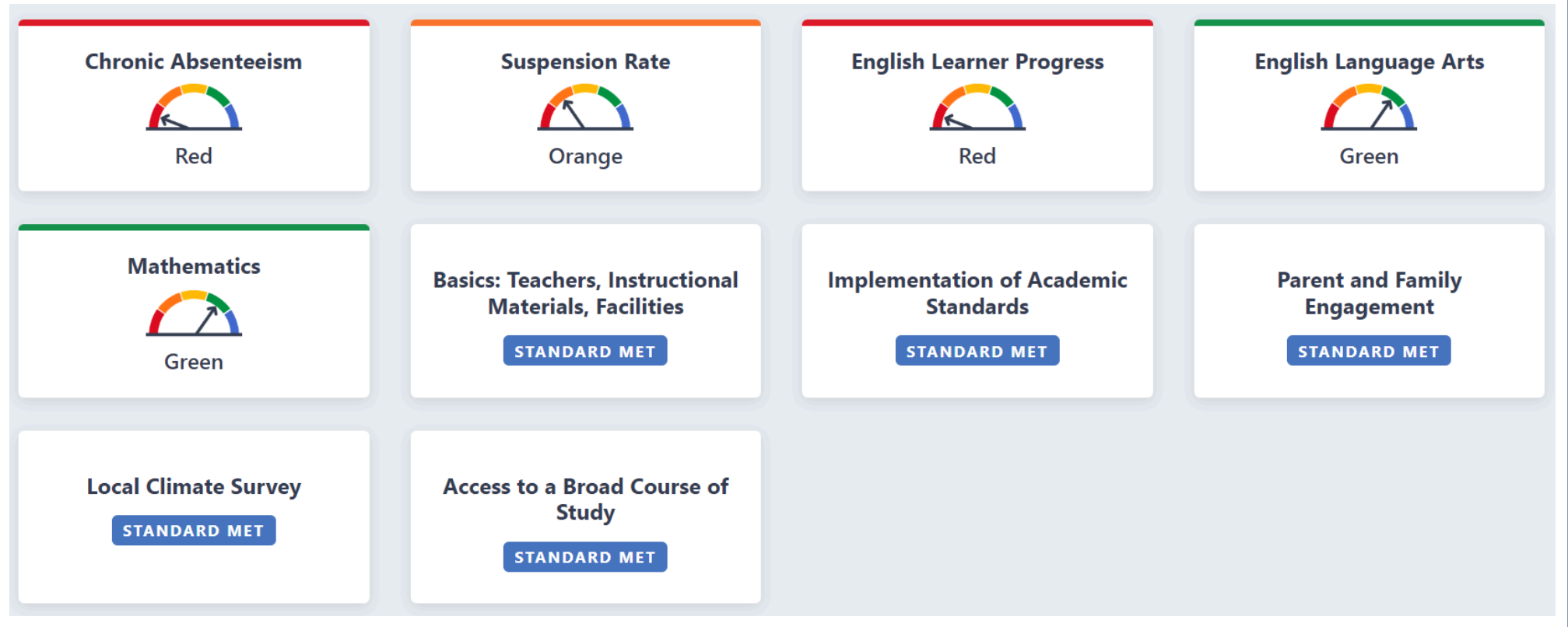
SBAC Math Socioeconomically Disadvantaged Hollister Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



During 2023-24, Hollister Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

Another major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 54.6% to 52.3% between 2019 and 2023. During 2023-24, the percentage was documented to be 62.9%.

Below is a screenshot of our California School Dashboard for the 2022-23 School Year. Chronic Absenteeism (Red Indicator), suspension rates (Orange Indicator), and English Learner Progress (Red Indicator) were challenges during 2023. Hollister Prep addressed these individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Hollister Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By increasing focus on mental health and interpersonal communications through Valor Circles (Goal 2, Action 3), the suspension rate is also expected to drop. English Learner progress has been impacted by a technical difference between how Hollister Prep defines progress and state measures of progress. HPS has maintained a higher bar for progress than the state. In 2024-25, HPS will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, in Goal 1, Action 5, Hollister Prep has chosen to elevate Multilingual Learner success, through which HPS hopes to advance from red to blue status by using a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hollister Prep is not eligible for technical assistance.

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.

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2024 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2024.</p> <p>A staff survey was administered in February 2024, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p> <p>In November 2023 and January 2024, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.</p>
<p>Parents</p>	<p>Parents were engaged in a variety of ways, including a family survey administered in January 2024, Parent Advisory Council meetings (“Family Community Meetings”), including one on March 5, 2024, and Community Schools Advisory Council meetings, including one on March 27, 2024. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).</p>
<p>Students</p>	<p>Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The needs assessment, meetings with families, and focus groups of staff highlighted enrichment, electives, and basic needs support as areas of need. Student focus groups also asked for more opportunities to participate in clubs and electives. This has been addressed in Goal 2 with the ELOP programs. Additionally, the community schools support will also address these needs and is included in Goal 2.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hollister Prep scored green on English Language Arts Progress and Mathematics Progress while scoring a red on English Learner progress on the CA Dashboard. For this reason, we will be implementing tiered English language development next year for all English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 68.4% English Learners: 52.2% Low Income: 64.0% Students with Disabilities: 33.3% Hispanic: 66.0% White: 80.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 76.4% English Learners: 60.2% Low Income: 72.0% Students with Disabilities: 41.3% Hispanic: 74.0% White: 88.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	
2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 52.4% English Learners: 31.9% Low Income: 46.8% Students with Disabilities: 25.0% Hispanic: 50.2% White: 60.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 60.4% English Learners: 39.9% Low Income: 46.8% Students with Disabilities: 33.0% Hispanic: 58.2% White: 68.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	

<p>3</p>	<p>CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)</p>	<p>All Students: 36.21% English Learners: 16.67% Low Income: 31.04% Students with Disabilities: 0% Asian: NA Hispanic: 33.34% White: NA (LEA average & all significant subgroups; Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)</p>			<p>All Students: 44.21% English Learners: 24.67% Low Income: 39.04% Students with Disabilities: 8% Asian: NA Hispanic: 41.34% White: NA (LEA average & all significant subgroups; Source: CAST assessment, caaspp-elpac.ets.org)</p>	
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4	<p>ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate</p>	<p>% of students improving a level + maintaining Level 4: 43.0% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 38.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/)</p>			<p>% of students improving a level + maintaining Level 4: 51.0% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 40% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)</p>	
5	<p>ELA: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100% (Source: Internal curriculum checklist, Spring 2024)</p>			<p>100% (Source: Internal curriculum checklist)</p>	
6	<p>ELD: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100% (Source: Internal curriculum checklist, Spring 2024)</p>			<p>100% (Source: Internal curriculum checklist)</p>	

7	Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
8	Next Generation Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
9	History-Social Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)			100% (Source: Student Information System)	

11	<p>Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete</p>	<p>Clear: 11.00 (61%) Out-of-Field: 0.00 (0%) Intern: 3.00 (17%) Ineffective: 4.00 (22%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)</p>			<p>Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on Teacher Credentialing, Spring 2027)</p>	
12	<p>% of instructional staff who have undergone all parts of the hiring process (application screening, phone interview, panel interview, performance task and reference checks).</p>	<p>100% (Source: Internal candidate tracking system, Spring 2024)</p>			<p>100% (Source: Internal candidate tracking system)</p>	
13	<p>Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards</p>	<p>100% (Source: Internal curriculum checklist, Spring 2024)</p>			<p>100% (Source: Internal curriculum checklist)</p>	

14	Instructional Staff PD Survey: 80% or more of staff rate that they "agree" or "strongly agree" that PD sessions were valuable and impactful towards their teaching practices	80% (Source: Internal PD surveys, Spring 2024)			80% (Source: Internal PD surveys)	
15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)			20 times annually (Source: Internal coaching logs)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned personalized instruction	-Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math -Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit). This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. -Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core -Up-to-date standards-aligned instructional materials, evaluated by faculty	\$2,895,697	No

2	Interventions	<ul style="list-style-type: none"> -Use of online learning programs for specialized supports -MTSS program and Student Support Team: Identification and support for struggling students -Early intervention plans -Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) -Intervention Coordinator -Extended school day and school year -Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$994,923	Yes
3	Teacher hiring and credentialing	<ul style="list-style-type: none"> -All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. -All teachers will hold an appropriate California teaching credential for their assignment 	\$12,056	No
4	Supports for students with disabilities	<p>Student Services team (SS Director, coordinators, full inclusion paras, contract instructors) to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs</p>	\$672,537	No

5	English learner instruction	<p>-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <p>-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching</p> <p>-All English Learners receive designated ELD instruction in small groups at their appropriate level</p> <p>-Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems</p> <p>-Data-analysis and coaching meetings with specific focus on ELD standards and students</p> <p>-All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores (English Learner Progress) for English Learners (ELs) and Long Term English Learners (LTEL), and these activities relate to our language acquisition programs and professional development specific to ELs/LTEs.</p>	\$37,500	Yes
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6	Professional development	<p>-Professional Development sessions on:</p> <ul style="list-style-type: none"> -->CCSS and NGSS -->Core Curriculum implementation -->Data-driven instruction -->Social Emotional Learning -->Classroom Culture -->Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth -->Culturally competent teaching -->Technology skills -->Professional Learning Communities: grade level and content time -->Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$282,850	No
7	Teacher coaching and supervision	<ul style="list-style-type: none"> -Weekly one-on-one instructional coaching meetings -Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) -Practice with the coach before launching with skill -Cyclical process of observation, follow-up and observation 	\$113,788	Yes

Goal 2

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (Fall 2023: 21%), behavior incidents, and suspension rates (2%) are areas of growth for our schools. To focus on this, we want to build a culture of excellence, a sense of connectedness to the school community, and support for one another in order to help students reach their full potential. Finally, the power of a staff of mission-aligned educators is crucial to a positive and successful school culture. Students cannot focus on academics if they do not feel they are safe, supported, and affirmed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale	
2	Student Survey: % indicating satisfaction with school safety and sense of belonging	93% agree that they felt safe at school, 72% feel proud to belong to HPS most or all of the time (Source: CORE SEL Survey, Spring 2024)			93% agree that they felt safe at school, 72% feel proud to belong to HPS most or all of the time (Source: CORE SEL Survey, Spring survey)	

3	Suspension rate for all students and all numerically significant subgroups	<p>All Students: 2% English Learners: 0.0% Low Income: 1.7% Students with Disabilities: 2.6% Hispanic: 2.1% White: 2.1%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <2.0% English Learners: <0.0% Low Income: <1.7% Students with Disabilities: <2.6% Hispanic: <2.1% White: <2.1%</p> <p>(Source: California Dashboard)</p>	
4	Expulsion Rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0%</p> <p>(Source: Student Information System)</p>	
5	Average Daily Attendance	<p>93.91%</p> <p>(Source: 23-24 P-2 report)</p>			<p>96%</p> <p>(Source: P-2 report)</p>	
6	Chronic Absence Rate for all students and all numerically significant subgroups	<p>All Students: 21.1% English Learners: 16.1% Low Income: 24.2% Students with Disabilities: 20.8% Hispanic: 21.8% White: 16.7%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% White: <10%</p> <p>(Source: CA Dashboard)</p>	

7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)			0% (Source: Student Information System)	
8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)			0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	
9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	91% of parents feel their child is safe and supported on campus and 96% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)			At least 90% of parents feel their child is safe and supported on campus and 95% are satisfied with their child's academic results. (Source: Annual Parent Survey)	
10	Parent Survey: % who feel engaged in decision-making	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family engagement in school policies and decision-making	-Board engagement: the bylaws for Navigator Schools Board of Directors mandate at least two parent representatives. Board meetings are held via Zoom so all families can participate. -Survey development and administration throughout the year to address school issues and inform discussions. Surveys are given to scholars, staff, and families. -Parent education and events: grade level spotlights, literacy training, parent-teacher conferences, school festivals, attendance celebrations -Communication: ParentSquare (automatic translation to home language); school website maintenance and updates	\$47,300	No

2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	\$0	No
3	Social-emotional learning	<ul style="list-style-type: none"> -Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection -Use morning huddles for staff and students to foster SEL -Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$119,975	Yes
4	Student activities	<ul style="list-style-type: none"> -Monthly Get In celebrations based on PBIS -PBIS store to incentivize positive behavior -Field Trips -After school programs and extracurricular activities utilizing ELOP funding -Culture heritage and community celebrations 	\$504,278	No
5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> -School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community -Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials -Review and update school safety plan annually (managed by SSC) 	\$718,834	No

6	Chronic absenteeism support	<p>Hollister Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic students</p> <ul style="list-style-type: none"> -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist) -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10% 	\$118,222	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$709,687	\$17,054

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
12.73%	0%	\$0	12.73%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.2 Interventions</p>	<p>Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p>	<p>Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
<p>1.7 Teacher coaching and supervision</p>	<p>Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p>	<p>Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>

<p>2.3 Social-emotional learning</p>	<p>Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5 English learner instruction	English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metric(s) to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

For any limited 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, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

Hollister Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

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2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 5,573,173	\$ 709,687	12.734%	0.000%	12.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,247,948	\$ 121,312	\$ -	\$ 148,700	\$ 6,517,960.00	\$ 4,928,008	\$ 1,589,952

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards-aligned personalized instruction	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 2,724,618	\$ 171,079	\$ 2,873,297	\$ -	\$ -	\$ 22,400	\$ 2,895,697	0.000%
1	2	Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 836,644	\$ 158,279	\$ 884,923	\$ -	\$ -	\$ 110,000	\$ 994,923	0.000%
1	3	Teacher hiring and credentialing	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ 12,056	\$ -	\$ 12,056	\$ -	\$ -	\$ 12,056	0.000%
1	4	Supports for students with disabilities	SWD	No	LEA-wide	N/A	N/A	Ongoing	\$ 532,537	\$ 140,000	\$ 672,537	\$ -	\$ -	\$ -	\$ 672,537	0.000%
1	5	English learner instruction	ELL	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 37,500	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 37,500	0.000%
1	6	Professional development	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 282,850	\$ -	\$ 266,550	\$ -	\$ -	\$ 16,300	\$ 282,850	0.000%
1	7	Teacher coaching and supervision	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 113,788	\$ -	\$ 113,788	\$ -	\$ -	\$ -	\$ 113,788	0.000%
2	1	Family engagement in school policies and decision-making	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 32,300	\$ 15,000	\$ -	\$ 47,300	\$ -	\$ -	\$ 47,300	0.000%
2	2	Community engagement	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	3	Social-emotional learning	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 112,431	\$ 7,544	\$ 119,975	\$ -	\$ -	\$ -	\$ 119,975	0.000%
2	4	Student activities	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 36,500	\$ 467,778	\$ 504,278	\$ -	\$ -	\$ -	\$ 504,278	0.000%
2	5	Facilities maintenance and health & safety	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 100,618	\$ 618,216	\$ 718,834	\$ -	\$ -	\$ -	\$ 718,834	0.000%
2	6	Chronic absenteeism support	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 118,222	\$ -	\$ 93,766	\$ 24,456	\$ -	\$ -	\$ 118,222	0.000%

2024-25 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
\$ 5,573,173	\$ 709,687	12.734%	0.000%	12.734%	\$ 1,118,686	0.000%	20.073%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

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	Standards-aligned personalized instruction	No	LEA-wide		N/A	\$ -	0.000%
1	2	Interventions	Yes	LEA-wide	All	All Schools	\$ 884,923	0.000%
1	3	Teacher hiring and credentialing	No	LEA-wide		N/A	\$ -	0.000%
1	4	Supports for students with disabilities	No	LEA-wide		N/A	\$ -	0.000%
1	5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$ -	0.000%
1	6	Professional development	No	LEA-wide		N/A	\$ -	0.000%
1	7	Teacher coaching and supervision	Yes	LEA-wide	All	All Schools	\$ 113,788	0.000%
2	1	Family engagement in school policies and decision-making	No	LEA-wide		N/A	\$ -	0.000%
2	2	Community engagement	No	LEA-wide		N/A	\$ -	0.000%
2	3	Social-emotional learning	Yes	LEA-wide	All	All Schools	\$ 119,975	0.000%
2	4	Student activities	No	LEA-wide		N/A	\$ -	0.000%
2	5	Facilities maintenance and health & safety	No	LEA-wide		N/A	\$ -	0.000%
2	6	Chronic absenteeism support	No	LEA-wide		N/A	\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,730,771.00	\$ 6,281,335.00

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)	Explanation for >10% variance	Actuals vs Planned
1	1	Build positive School Culture	Yes	\$ 892,917	\$ 865,228		96.90%
1	3	Implement SEL through Valor Compass	Yes	\$ 32,583	\$ 32,500		99.75%
1	4	Provide a safe environment for all	No	\$ 649,092	\$ 567,664	vacant positions	87.46%
1	5	Provide basic services	Yes	\$ 889,119	\$ 889,119		100.00%
1	6	Address risk of drop outs	No	\$ -	\$ -		
2	1	Teacher Credentialing	No	\$ 1,635,784	\$ 1,558,518		95.28%
2	2	Teacher development and subbing	Yes	\$ 395,933	\$ 251,357	Vacant positions	63.48%
2	3	Small group instructors	Yes	\$ 450,550	\$ 546,611	Additional SGI to mitigate learning loss	121.32%
2	4	Professional development and common core materials	Yes	\$ -	\$ -		
2	6	Instructional Materials	No	\$ 156,036	\$ 92,391	Instructional materials coming in lower than what was budgeted for	59.21%
2	7	Physical Education	No	\$ 129,720	\$ 153,251	Hired at a credential rate not classified as was budgeted	118.14%
2	8	Learning loss mitigation	No	\$ 119,431	\$ 75,959	vacant positions	63.60%
3	1	Coaching	No	\$ -	\$ -		
3	2	CMO Coaching	No	\$ -	\$ -		
4	1	Special Education	Yes	\$ 717,394	\$ 721,020		100.51%
4	2	Psychological Services	Yes	\$ 80,530	\$ 89,153	Budgeted a .50 fte and is now a .60 fte	110.71%
4	3	Summer School	Yes	\$ 52,500	\$ 52,500		100.00%
4	4	Food Services	Yes	\$ 86,353	\$ -	The district has decided to not charge us for staffing	0.00%
4	5	Student Services	Yes	\$ 292,800	\$ 273,511		93.41%
4	6	English Language Development	Yes	\$ -	\$ -		
4	7	Community Schools Grant		\$ -	\$ -		
5	1	Instructional Technology	No	\$ 78,750	\$ 75,296		95.61%
5	2	Student Assessment	Yes	\$ 14,890	\$ 4,870	Purchased an assessment tool at a lower cost	32.71%
5	3	One to One devices	No	\$ 21,056	\$ 21,056		100.00%
5	4	Technology refresh	No	\$ 8,813	\$ 8,813		100.00%
5	5	Internet Connectivity	No	\$ 26,520	\$ 2,518	Erate is covering this	9.49%

2023-24 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
\$ 4,565,192	\$ 836,690	18.328%	0.000%	18.328%	\$ 3,127,398	0.000%	68.505%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

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	Build positive School Culture	Yes	Schoolwide	All		\$ 892,917	0.000%
1	3	Implement SEL through Valor Compass	Yes	Schoolwide	All		\$ 32,583	0.000%
1	4	Provide a safe environment for all	No				\$ -	0.000%
1	5	Provide basic services	Yes	Schoolwide	All		\$ 889,119	0.000%
1	6	Address risk of drop outs	No				\$ -	0.000%
2	1	Teacher Credentialing	No				\$ -	0.000%
2	2	Teacher development and subbing	Yes	Schoolwide	All		\$ 395,933	0.000%
2	3	Small group instructors	Yes	Schoolwide	All		\$ 250,669	0.000%
2	4	Professional development and common core	Yes	Limited	English Learners		\$ -	0.000%
2	6	Instructional Materials	No				\$ -	0.000%
2	7	Physical Education	No				\$ -	0.000%
2	8	Learning loss mitigation	No				\$ -	0.000%
3	1	Coaching	No				\$ -	0.000%
3	2	CMO Coaching	No				\$ -	0.000%
4	1	Special Education	Yes	Schoolwide	All		\$ 206,733	0.000%
4	2	Psychological Services	Yes	Schoolwide	All		\$ 65,401	0.000%
4	3	Summer School	Yes	Schoolwide	All		\$ -	0.000%
4	4	Food Services	Yes	Schoolwide	All		\$ 86,353	0.000%
4	5	Student Services	Yes	Schoolwide	All		\$ 292,800	0.000%
4	6	English Language Development	Yes	Schoolwide	English Learners		\$ -	0.000%
4	7	Community Schools Grant					\$ -	0.000%
5	1	Instructional Technology	No				\$ -	0.000%
5	2	Student Assessment	Yes	Schoolwide	All		\$ 14,890	0.000%

2023-24 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)
\$ -	\$ 752,926	0.000%	0.000%	\$ 2,947,698	0.000%	0.000%	\$ -	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). o 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. o Indicate the school year to which the baseline data applies. o The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
 - o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**

- o 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)**

- o 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)**

- o 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
November 2023

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*, pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Watsonville Prep
CDS code:	44-77248-0138909
LEA contact information:	Caprice Young Superintendent and Chief Executive Officer caprice.young@navigatorschools.org (408) 843-4107
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	7,260,847
LCFF supplemental & concentration grants	\$	1,854,194
All other state funds	\$	2,811,492
All local funds	\$	8,800
All federal funds	\$	749,337
Total Projected Revenue	\$	10,830,476
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	10,790,535
Total Budgeted Expenditures in the LCAP	\$	8,231,856
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,224,946
Expenditures not in the LCAP	\$	2,558,679
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,470,314
Actual Expenditures for High Needs Students in LCAP	\$	1,745,968

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>[Respond to prompt here]</p>
<p>The amount budgeted to increase or improve services for high needs students in the 2024-25 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2024-25. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Watsonville Prep

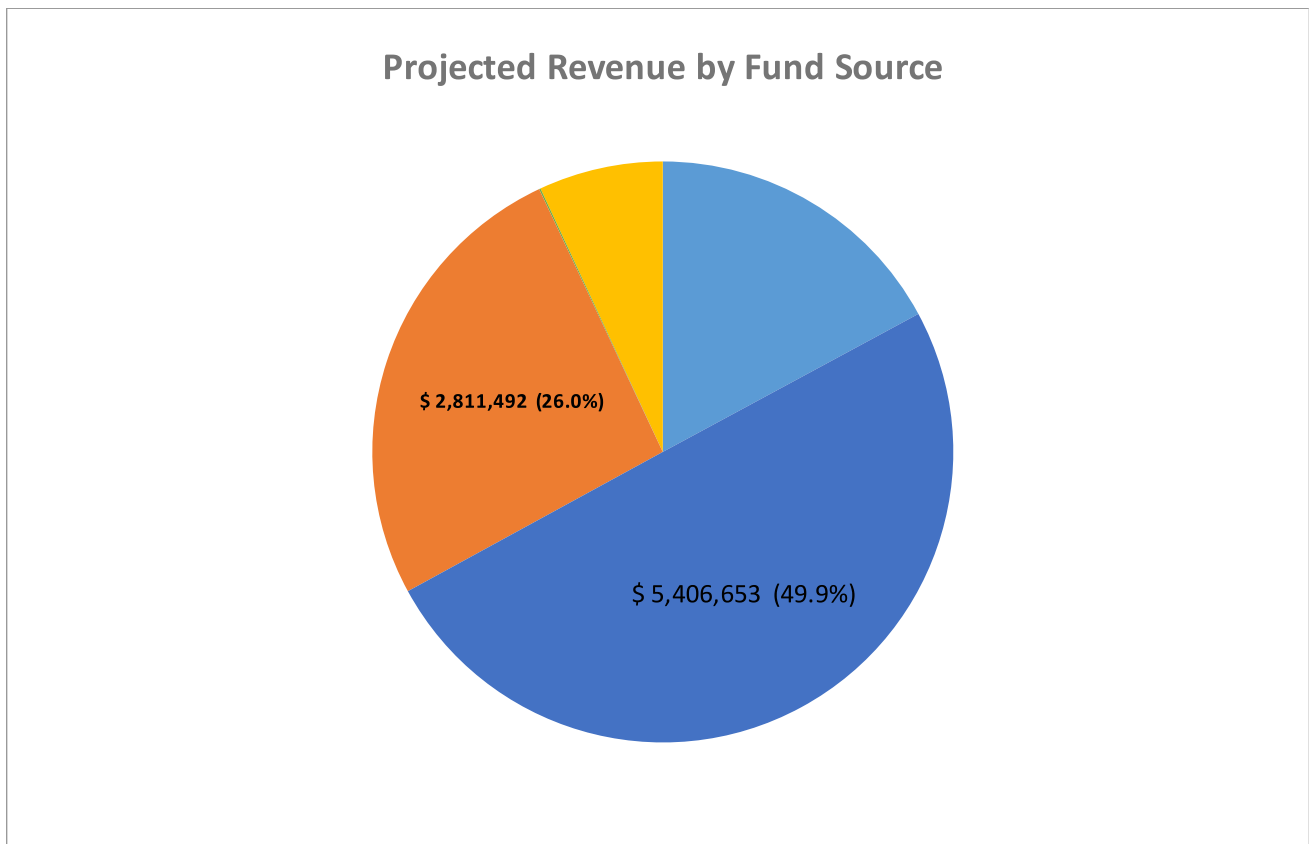
CDS Code: 44-77248-0138909

School Year: 2024-25

LEA contact information: Caprice Young

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).

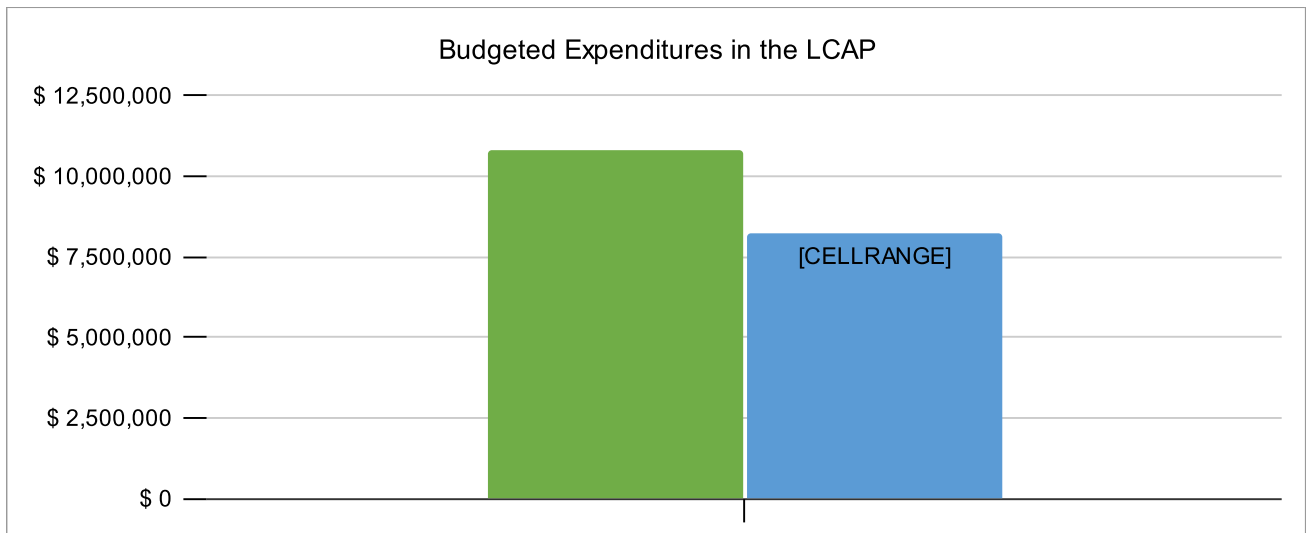
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue Watsonville Prep 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 is \$10,830,476.00, of which \$7,260,847.00 is Local Control Funding Formula (LCFF), \$2,811,492.00 is other state funds, \$8,800.00 is local funds, and \$749,337.00 is federal funds. Of the \$7,260,847.00 in LCFF Funds, \$1,854,194.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 plans to spend for 2024-25. 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 plans to spend \$10,790,535.00 for the 2024-25 school year. Of that amount, \$8,231,856.00 is tied to actions/services in the LCAP and \$2,558,679.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

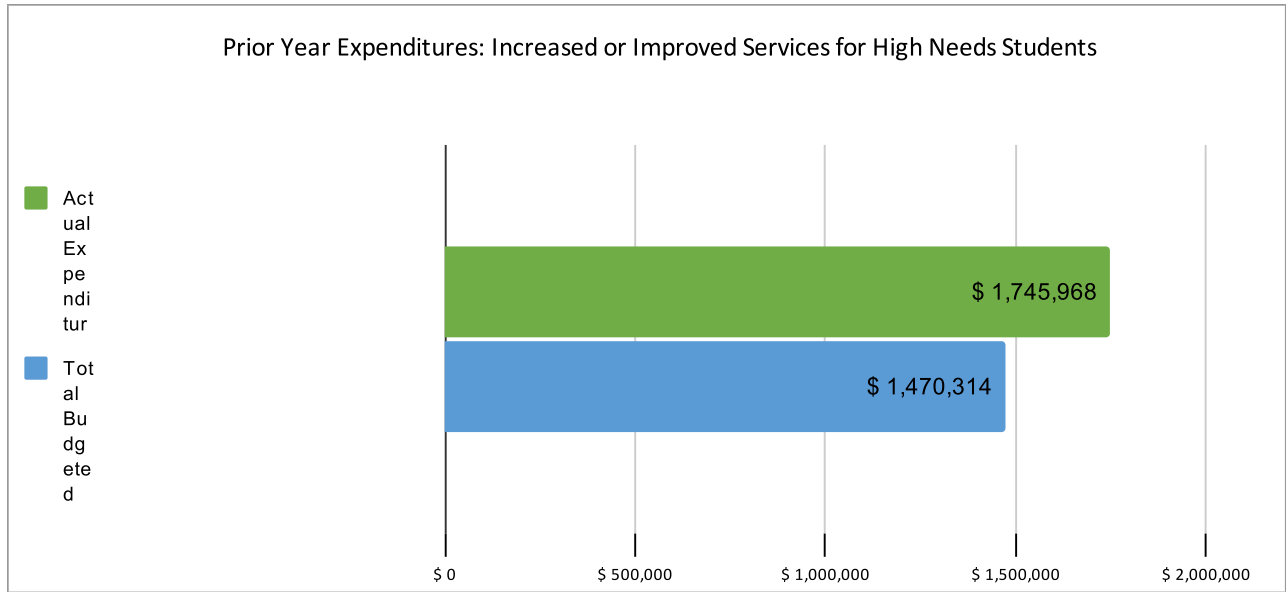
[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Watsonville Prep is projecting it will receive \$1,854,194.00 based on the enrollment of foster youth, English learner, and low-income students. Watsonville Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Watsonville Prep plans to spend \$1,224,946.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Watsonville Prep 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 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 2023-24, Watsonville Prep's LCAP budgeted \$1,470,314.00 for planned actions to increase or improve services for high needs students. Watsonville Prep actually spent \$1,745,968.00 for actions to increase or improve services for high needs students in 2023-24.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watsonville Prep	Caprice Young, Superintendent and Chief Executive Officer	caprice.young@navigatorschools.org , (408) 843-4107

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.

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.	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	80% feel proud. 66% would recommend.	At least 96% of staff feel proud to tell people where they work and 86% 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.	91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child’s academic results.	85% of parents feel their child is safe and supported on campus and 94% are satisfied with their child’s academic results.	At least 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child’s academic results.
Student Surveys	70% feel proud to belong to WPS most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	57% feel proud to belong to WPS most or all of the time, 75.5% feel that adults at the school cared about them most or all of the time, and 76.5% agree that they felt safe at school	91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child’s academic results.	82% feel proud to belong to WPS most or all of the time, 92% feel that adults at the school cared about them most or all of the time, and 84% agree that they felt safe at school	At least 91% of parents feel their child is safe and supported on campus and 93% are satisfied with their child’s academic results.
Suspension Rates	Less than 2%	Less than 2%	0.03%	1%	Less than 2%
Student Attendance Rates, as a measure of student engagement.	94% ADA	94.9% ADA	92.67%	92.72%	At least 94%

Goal Analysis

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 planned actions and actual implementation. We were able to successfully utilize the various actions we included in our LCAP to help create a culture of excellence within the school community.

- In Action 1, WPS was able to successfully staff their leadership team and bi-lingual office staff, all of whom worked hard to maintain a positive school culture.
- In Action 2, WPS staffed 1.75 FTE school Counselors, a small increase from the 1.3 FTE in the original LCAP due to an increased need.
- In Action 3, WPS leadership team was able to implement staff and student circles to build social emotional learning.
- In Action 4, WPS was able to maintain a safe climate for students and staff by keeping the facilities in good repair, as shown on the latest Facilities Inspection Tool (FIT).
- In Action 5, WPS received services from the Support Office and most of the staff felt supported and proud to work at Navigator, as shown in our staff survey results (80% felt proud).

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 some material differences between planned expenditures and estimated actual expenditures:

- For Action 1, there was a bit more than 10% savings versus planned expenditures based on a Vice Principal being out on leave for a portion of the year.
- For Action 2, the Estimated Actual Expenditures were \$181,969, while the Budgeted Expenditures were \$129,144. This is an increase of 41%. This is due to staffing our school counselors to 1.75 FTE rather than the originally planned 1.3 FTE, based on student need.
- For Action 3, Estimated Actual Expenditures are approximately what was originally planned.
- For Action 4, Estimated Actual Expenditures were 15% higher than budgeted (~\$67,000) due to 1.0 FTE campus safety lead being hired.
- For Action 5, Estimated Actual Expenditures are approximately what was originally planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on the successful achievement of our metric targets, we see that many of our actions were implemented with substantial success, although we did not meet all targets completely. We therefore see these actions as partially effective.

- The goal for average daily attendance was 94%, and this goal was missed by 1.28% but the attendance rate was a slightly higher than the previous year when attendance was 92.67%. The attendance specialist will continue to work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.

-The goal for staff satisfaction was 96% feel proud to work at Navigator and 86% of staff would recommend Navigator to a friend. This goal was not met with 80% who felt proud to work at Navigator and 66% who would recommend Navigator to a friend. Leadership will continue to build a culture of excellence with team building activities and will continue with the Valor circles for SEL for staff.

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.

We will continue to foster a culture of excellence in our school by learning from the 23-24 goals & actions for our plan for 2024-2027. Specifically, we are targeting academic excellence in Goal 1 of the upcoming LCAP, with a variety of actions associated with additional metrics to push towards improvement over the next 3 years.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC scores in Mathematics Distance from Standard (DFS) for all students and all subgroups will increase annually by +3	SBAC Math +3 from prior year DFS	Not available	This metric was not met due to learning loss from the pandemic	33.71% Met or Exceeded the standard for Math from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website DF +3 from California State Dashboard: 35 Points Below Standard	SBAC Math +3 from 2022-23 DFS

<p>SBAC scores in English language arts Distance from Standard (DFS) for all students and all subgroups will increase annually by +3</p>	<p>SBAC ELA +3 from prior year DFS</p>	<p>Not available</p>	<p>This metric was not met due to learning loss from the pandemic</p>	<p>38.41% Met or Exceeded the standard for ELA from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p> <p>DF +3 from California State Dashboard: 32 Points Below Standard</p>	<p>SBAC ELA +3 from 2022-23 DFS</p>
<p>SBAC scores in Science Distance from Standard (DFS) for all students and all subgroups will increase annually by +3</p>	<p>SBAC Science +3 from prior year DFS</p>	<p>Not available</p>	<p>Not available</p>	<p>28.81% Met or Exceeded the standard for Science from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p>	<p>SBAC Science +3 from 2021-22 DFS</p>
<p>NWEA assessment</p>	<p>Fall Assessment Data</p>		<p>NWEA is no longer used</p>	<p>NWEA is no longer used</p>	<p>SBAC Math and ELA scores are +3 from 2021-22 DFS</p>
<p>Navigator will use NWEA MAP to assess students in ELA and Math.</p>	<p>Students will take this assessment three times a year- fall, winter, and spring.</p>		<p>Students now take the STAR test 5 times a year</p>	<p>STAR Early Literacy % of Mastery: 42% STAR Reading % of Mastery: 33% STAR Math % of Mastery: 55%</p> <p>(Source: STAR End of U3)</p>	<p>Student take STAR test 5 times a year</p>

Goal Analysis

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 Actions of this Goal were implemented as planned. Students received data-driven instruction from appropriately credentialed teachers and staff.

- In Action 1, all teachers were appropriately assigned, trained and credentialed and used data driven instruction.
- In Action 2, Teachers in Training served as substitutes to provide our teachers time for coaching and collaboration with partner teachers.
- In Action 3, Small Group Instructors provided small group instruction to students using data driven instruction at the appropriate level for the students.
- In Action 4, English Learners were provided access to CCSS and ELD standards for instruction. Staff were provided professional development and increased planning time in order to implement ELD standards into instructional time.
- In Action 5, Grades K through 3 each had an additional small group instructor instructing small groups to mitigate learning loss from the pandemic.
- In Action 6, all standards aligned instructional materials that were needed were purchased at the beginning of the 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.

There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an increased cost of 13% or \$177,000 due to an increase in teacher salaries, determined necessary to compete for instructional staff with other local options.
- For Action 2, the Estimated Actual Expenditures were \$227,119, while the Budgeted Expenditures were \$281,570. These savings were due to vacant positions throughout the year.
- For Action 3, Estimated Actual Expenditures are approximately 34% above planned expenses, due to the ability to add staff in this area (costing an additional \$134,000).
- For Action 4, there were no explicit costs in the plan or actual expenditures.
- For Action 5, Estimated Actual Expenditures were 24% less than the Budgeted Expenditures (~\$27,000) due to staffing vacancies.
- For Action 6, Estimated Actual Expenditures were approximately the same as Budgeted Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did meet most of our metric goals, we are finding the learning loss due to the Pandemic is still prevalent. We will continue to address learning loss so we can meet our SBAC metrics in the future. The results of the 23-24 SBAC are not yet available, however we do have 22-23 data.

- NWEA Assessments were not used this year. Instead, students took the SBAC and the goal for math, ELA and science SBAC was +3 percent from the 2021-22 SBAC scores. While we did not meet this goal, our scores were still higher than the state scores with 33.71% of students being proficient in math, 38.41% proficient in ELA, and 28.81% proficient in Science.
- The goal that students would take the STAR test 5 times this year was met.

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.

We will continue to staff all classrooms with properly credentialed teachers, small group instructors, and teachers in training. We will focus on improving our ELD progress rate by implementing five activities outlined in Goal 1, Action 5 of our new 2024-27 LCAP.

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

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	Weekly coaching for teachers an average of 20 times a school year	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	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	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	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year

Goal Analysis

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 Actions for this Goal were implemented as planned. School leadership staff prioritized their calendaring at the beginning of the school year to ensure weekly 30-minute academic coaching meetings for each instructional staff member. School leadership staff also prioritized calendaring of weekly staff observation times. All school leadership 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.

- In Action 1, school leadership provided weekly coaching to all teachers, Teachers in Training and Small Group Instructors to continuously improve instruction for students and growth for staff.

- In Action 2, the Director of Schools provided weekly coaching to the Principal, and the Director of Student Services provided weekly coaching to Special Education Resource Teachers.

Additionally, Navigator prioritized in-the-moment coaching for all staff members, as well as group coaching when there was 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. These additional actions will continue in the coming years

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 explicit costs associated with this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The coaching actions at the school site were effective. 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 the larger goal of supporting continuous improvement for teaching and student learning.

- The target metric was a success for 100% of staff, reaching an average across all staff of at least 20 time during the school year.

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.

We will continue to provide weekly coaching to all staff at Navigator, as it is one of our main priorities in continually improving. This is reflected in Action 7 of Goal 1 for the 2024-27 LCAP.

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

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%	100%	100%	100%
% of Students not meeting standards who are offered intervention support	99%	100%	100%	100%	100%

Goal Analysis

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 in the planned goals and actions. We were able to continue with our MTSS team of leadership, counselors, educational specialists and a school psychologist. The special education team ensured that all students in need of services were provided specialized services.

- In Action 1, with support from the Director of Student services and the Resource Teacher, Special Education Paraprofessionals provided an inclusive instructional setting by providing appropriate "push in" support in the classrooms. At times, a 1:1 ratio was needed and was provided by the Special Education Paraprofessional.
- In Action 2, a .20 FTE School Psychologist was maintained and provided intervention support for students who needed it. Although a .35 FTE was the target, there were additional school counselors hired in order to compensate for the lower Psychologist FTE.
- In Action 3, Summer school has not happened for 2023-24 yet, however summer school is planned for four weeks from June to July.
- In Action 4, students were provided food service for breakfast, lunch and snacks at no cost to them. The food service staff made sure that all students had equitable opportunity to enjoy nourishing food.
- In Action 5, through staffing and independent contractors, students were able to receive speech therapy, occupational therapy, and counseling, receiving specialized support for identified needs. An attendance specialist was hired to decrease chronic absenteeism and provide family outreach.

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 some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an increased cost of 27% or \$162,000 due to an increase in identified student need.
- For Action 2, the Estimated Actual Expenditures were \$35,662, while the Budgeted Expenditures were \$45,360. These savings were due to lower FTE for the Psychologist than originally planned, although counselors were hired to fill in additional need.
- For Action 3, Estimated Actual Expenditures were approximately the same at Budgeted Expenditures.
- For Action 4, Estimated Actual Expenditures were approximately the same at Budgeted Expenditures.
- For Action 5, Estimated Actual Expenditures were 47% less than the Budgeted Expenditures (~\$106,000) due to lower costs for services from some service providers (services provided, but full cost not charged to school).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We were effective in the specific actions and were able to exceed our goal of 99% inclusivity for our special education students.

- 100% of students were placed in an inclusive environment.
- 100% of students who were not at grade level received intervention support

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.

We will continue to provide specialized services to all students and exceed our goal of 99% inclusivity for our special education students and exceed the goal of 99% for intervention, as targeted in Goal 1, Action 4 of the new 2024-27 LCAP.

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.

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%	100%	100%	100%
% of Students with access to adaptive applications to support personalized learning	100%	100%	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	93%	94%	96%	At least 94%

Goal Analysis

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 changes to the planned actions and goals. The full time site administrator for IT was able to support staff and students with their technology needs.

- In Action 1, a full time IT Admin was present on site to provide staff and students with IT support.
- In Action 2, Illuminate was used for student assessment and reporting for data driven student support. Tableau software was utilized to enhance data reporting so that staff could easily identify the needs.
- In Action 3, all students were provided a 1:1 iPad device used for blended learning applications.
- In Action 4, all staff was provided up-to-date technology for lesson planning, instruction and, when necessary, meetings.
- In Action 5, high speed internet was provided throughout the campus to accommodate the use of technology for learning.

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 some material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- For Action 1, there was an 11% cost savings (~\$8,600) due to hiring and compensation outcomes. All services were provided as planned.
- For Action 2, the assessment software cost less than anticipated, for a savings of ~\$10,000 or 67%.

- For Action 3, Estimated Actual Expenditures were approximately the same as Budgeted Expenditures.
- For Action 4, additional staff technology that was not budgeted was purchased this year, costing ~\$2,000 (18%) more than budgeted.
- For Action 5, high-speed internet was largely paid for through the Federal e-Rate program, which was not originally in the budget. This resulted in a savings of \$17,700 or 71%.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions we implemented were effective and we were able to maintain a 1:1 iPad ratio for students.

-The goal was 100% of students having an iPad; this goal was met.

-The goal was 100% of students having access to adaptive applications to support personalized learning; this goal was met

-The goal was 93% customer satisfaction (IT job tickets resolved satisfactorily). This goal was exceeded with a satisfaction rating of 96%

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.

We will continue to have a technology focus for our students and staff, although given the success of this goal and the full integration of technology excellence into the school, it will not be included in the Goals and Actions of the 2024-27 LCAP.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

2023–24 Local Control and Accountability Plan Annual Update Instructions Page 1 of 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Watsonville Prep	Caprice Young, Chief Executive Officer	caprice.young@navigatorschools.org (408)843-4107

Plan Summary 2024-25

General Information

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

Watsonville Prep (WPS) is a TK-7th grade independent public charter school opened in 2019 that serves students and families in Watsonville, California. Watsonville Prep's establishment and growth reflect its dedication to offering high-quality education and its commitment to the Watsonville community. Our school's approach to inclusive education, where students of all abilities learn together, emphasizes its mission to provide an equitable educational experience for all. Our commitment to academic excellence sets us apart. In spring 2023, 38.41% of WPS students met or exceeded standard in English Language Arts and 33.71% met or exceeded standard in Math, outperforming their peers in neighboring schools. This achievement reflects our dedication to innovative teaching methods and personalized support, ensuring each student reaches their full potential. Beyond academics, Watsonville Prep offers a range of extra-curricular programs. From arts to athletics, there's something for every student to explore and excel in.

WPS serves more than 450 students with the following demographics: 80.9% free or reduced-price lunch, 56.0% English language learners, and 12.4% special education. WPS students represent the following ethnic groups: 97.2% Hispanic or Latino, 1.3% Asian, and 1.1% White. WPS parents have varied education levels: 9.0% graduate degree or more, 15.0% college degree, 24.7% some college or associate's degree, 32.2% high school degree, and 19.1% no high school degree or did not answer. Watsonville has a population of approximately 52,000, and is home to a vibrant agribusiness economy.

WPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hollister Prep, and Hayward Collegiate.

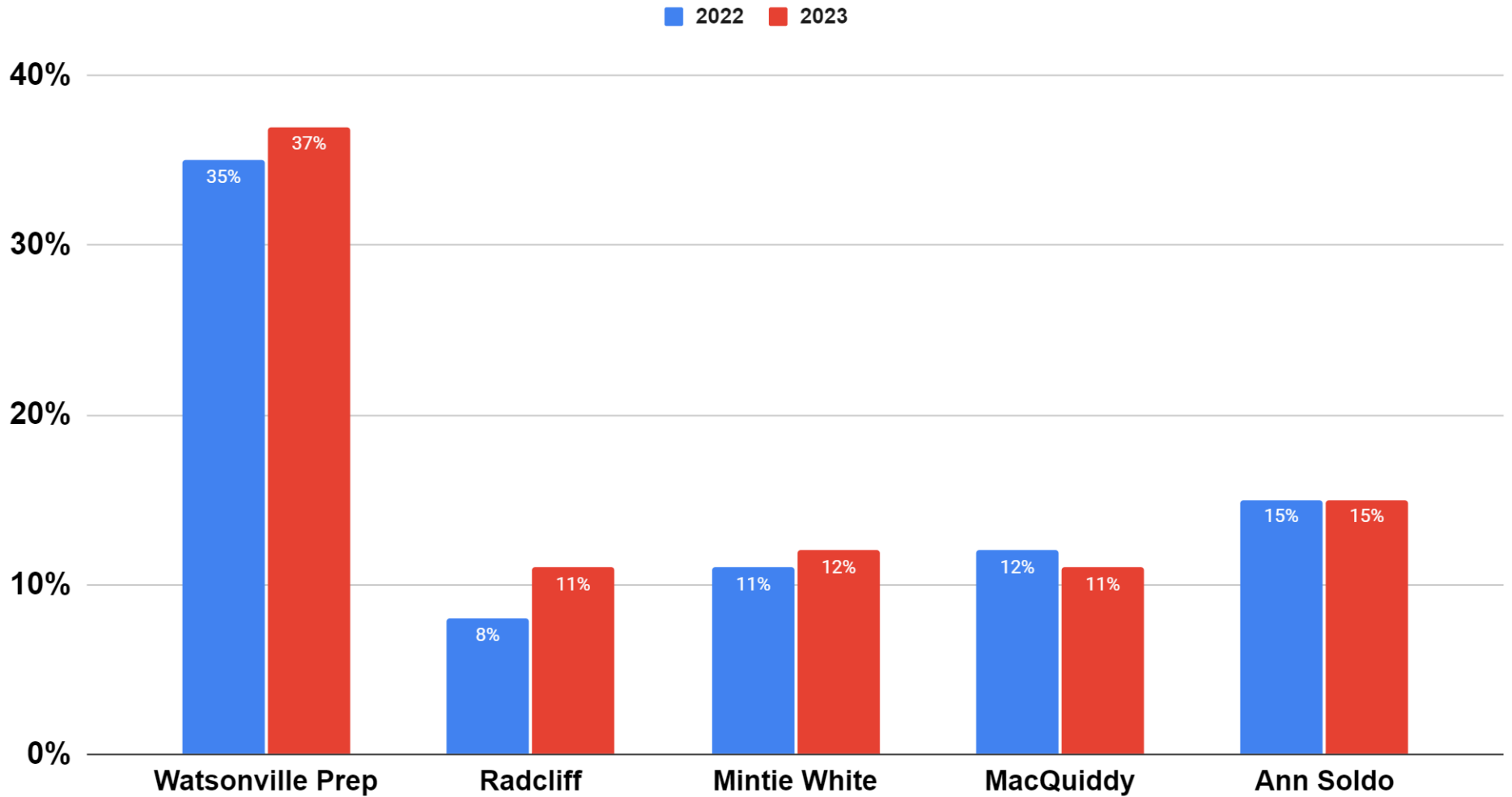
In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for WPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and WPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Watsonville Prep, consultation with the local tribe and labor organizations was not applicable.

Reflections: Annual Performance

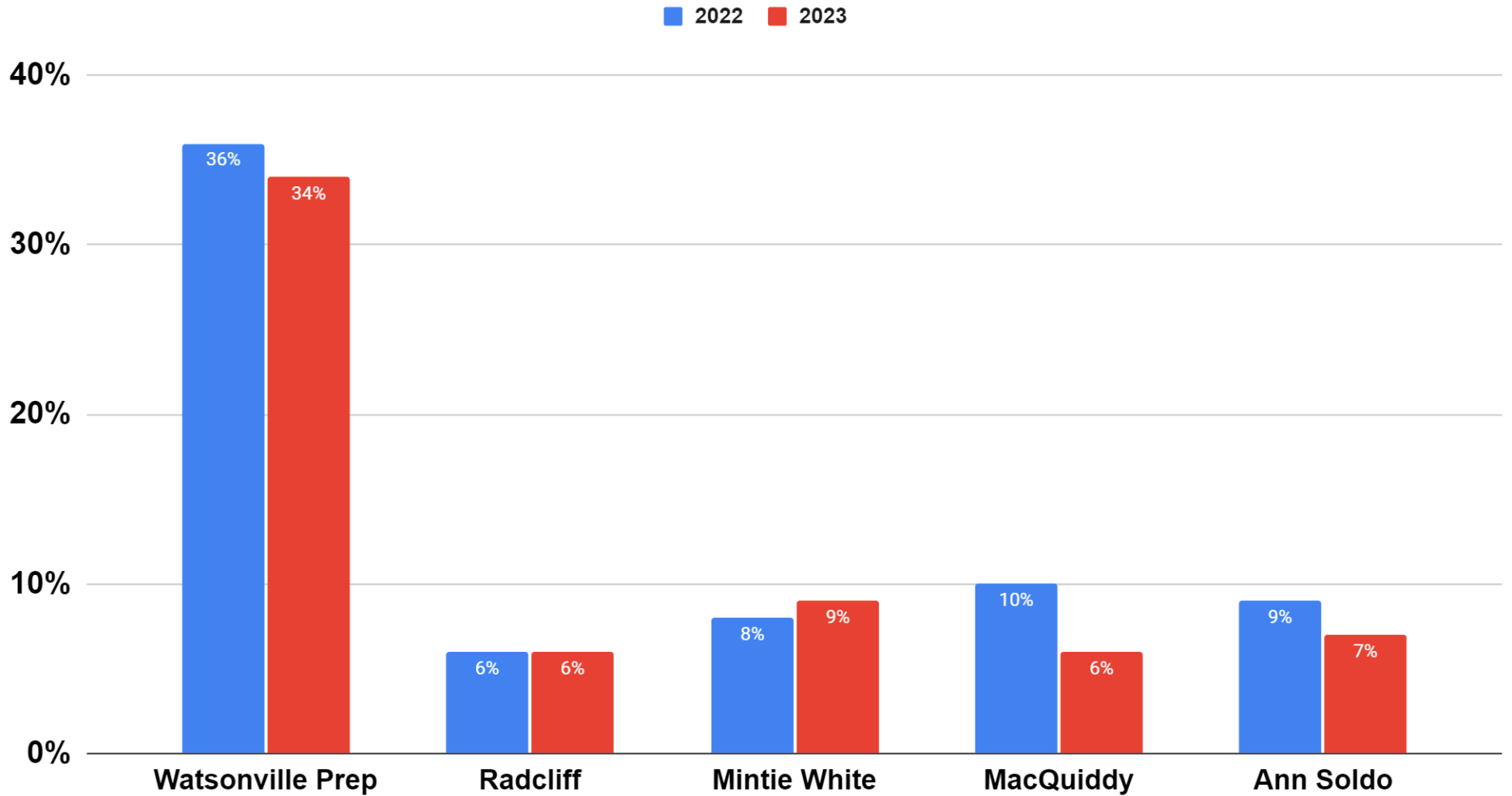
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Watsonville Prep, with its unwavering determination, has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 38.1% of students achieving proficiency or above, an increase from 37% in 2022. Our students from low socioeconomic backgrounds showed remarkable growth in ELA, from 35% to 37%, as seen in the chart below. Math posed challenges, with the percentage of students reaching proficiency or above dropping from 38% to 34%, and students with low socioeconomic backgrounds dropping from 36% to 34% year-over-year (as seen below). However, we are outperforming similar students in surrounding schools by two to three times, as evidenced in the charts below.

SBAC ELA Socioeconomically Disadvantaged Watsonville Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



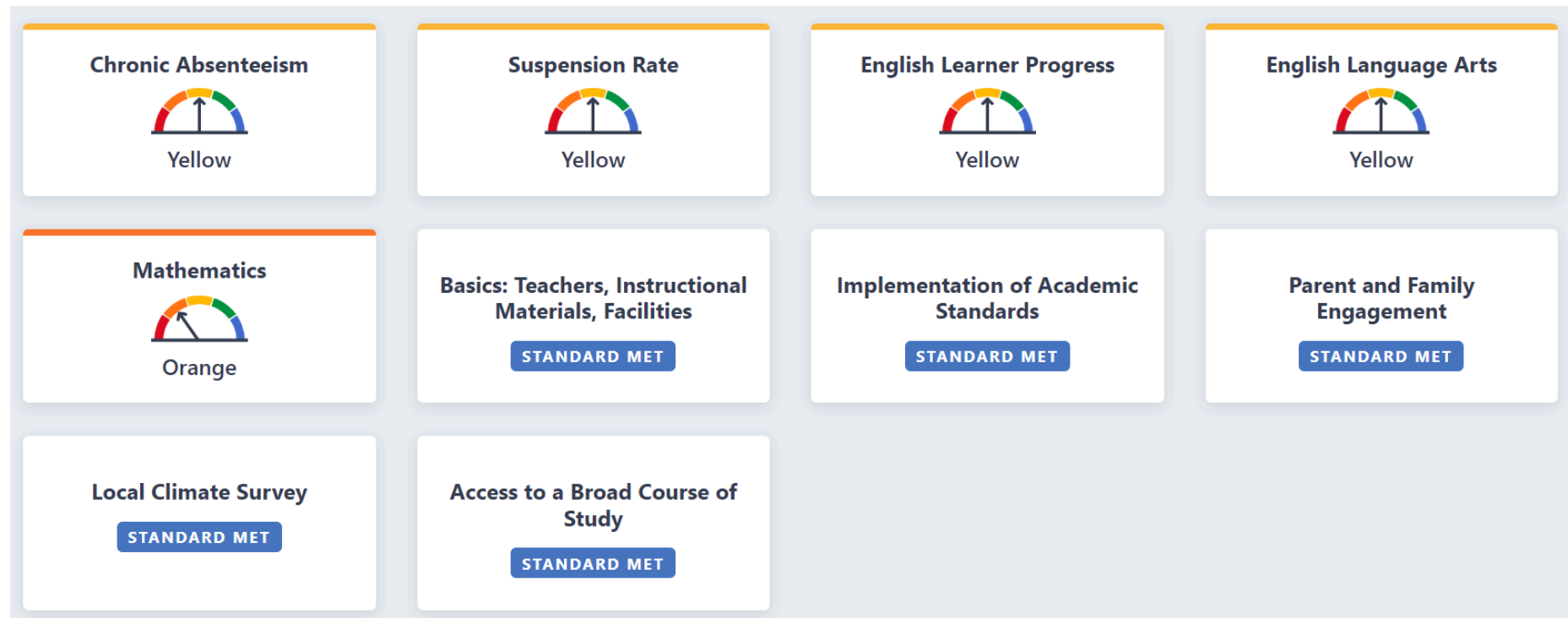
SBAC Math Socioeconomically Disadvantaged Watsonville Prep and Closest Four Neighborhood Schools 2019, 2022 and 2023



During 2023-24, Watsonville Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

A major impact of the pandemic was the difficulty of documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students was artificially low in 2023, at 71.5%. During 2023-24, the percentage was documented to be 85.6%.

Below is a screenshot of our California School Dashboard for the 2022-23 School Year. Chronic Absenteeism, suspension rates, and English Learner progress were average during 2023, but because these are such important areas that can potentially impact overall academic and social-emotional success, Watsonville Prep is addressing these issues individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Watsonville Prep expects to see the chronic absenteeism rate drop from 24.6% in 2023 to below 20% in 2024. We will continue to employ specific strategies in this area, as laid out in Goal 2, Action 6 of the new LCAP. The suspension rate fell below one-third of the state average (1% versus 3.5%) by increasing focus on mental health and interpersonal communications through Valor Circles, and we will continue to focus on social-emotional learning in Goal 2, Action 3 of the 2024-27 LCAP. English Learner progress has been impacted by a technical difference between how Watsonville Prep defines progress and state measures of progress. Watsonville Prep has maintained a higher bar for progress than the state. Nevertheless, 53.3% of Watsonville Prep's English learners made progress towards proficiency, as compared with 48.7% statewide. In 2024-25, Watsonville Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, Watsonville Prep has chosen to elevate Multilingual Learner success in the 2024-27 LCAP through Goal 1, Action 5. During this new 3-year period, Watsonville Prep's goal is to advance from yellow to blue status by selecting a new MLL curriculum, increasing professional developmental focus on MLL strategies, and affirming the maintenance and development of students' home language while improving English proficiency.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Watsonville Prep is not eligible for technical assistance.

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.

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2024 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2024.</p> <p>A staff survey was administered in February 2024, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p> <p>In November 2023 and January 2024, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.</p>
<p>Parents</p>	<p>Parents were engaged in a variety of ways, including a family survey administered in January 2024 and Parent Advisory Council meetings (called “Family Community Meetings”), including one on March 15, 2024. Additionally, the Principal held quarterly open-forum coffee chats with parents to share information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions on LCAP topics of academic success, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).</p>
<p>Students</p>	<p>Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Watsonville Prep School's identified areas of need based on stakeholder engagement (including family surveys, family meetings, and staff focus groups and meeting) include providing family support (e.g., transportation, before-school child care) and access to enriched learning programs for scholars and families (e.g., workshops - ESL, tobacco awareness, gang prevention). This is being addressed through Goal 2 of family education and community school resources. Goal 1 was also modified to include increased support for scholars (both academic & behavioral) through intervention and tier 3 scaffolding. This was made after staff and family feedback was received through family conferences, town halls, and staff focus groups.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Watsonville Prep scored yellow on English Language Arts

progress and orange in Mathematics progress. English Learner progress was also yellow. For this reason, we will be implementing both small group instruction in mathematics as well as small group tiered English language development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 38.4% English Learners: 30.2% Low Income: 36.7% Students with Disabilities: 5% Hispanic: 37.9% (Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 46.4% English Learners: 38.2% Low Income: 44.7% Students with Disabilities: 13% Hispanic: 45.9% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	
2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 33.7% English Learners: 29.0% Low Income: 33.8% Students with Disabilities: 0% Hispanic: 33.72% (Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 41.7% English Learners: 37.0% Low Income: 41.8% Students with Disabilities: 8% Hispanic: 41.72% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	

3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	<p>All Students: 28.81% English Learners: 16.13% Low Income: 31.82% Students with Disabilities: NA Hispanic: 29.31%</p> <p>(LEA average & all significant subgroups; Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)</p>			<p>All Students: 36.81% English Learners: 24.13% Low Income: 39.82% Students with Disabilities: NA Hispanic: 37.31%</p> <p>(LEA average & all significant subgroups; Source: CAST assessment, caaspp-elpac.ets.org)</p>	
4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	<p>% of students improving a level + maintaining Level 4: 53.3% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 11.0% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/)</p>			<p>% of students improving a level + maintaining Level 4: 61.3% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 30% (Source: DataQuest, ""Ever-ELs"" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)</p>	

5	<p>ELA: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
6	<p>ELD: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
7	<p>Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
8	<p>Next Generation Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	

9	History-Social Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)			100% (Source: Student Information System)	
11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	Clear: 9.00 (56%) Out-of-Field: 0.00 (0%) Intern: 1.00 (6%) Ineffective: 6.00 (38%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)			Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on Teacher Credentialing, Spring 2027)	

12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone interview, panel interview, performance task and reference checks).	100% (Source: Internal candidate tracking system, Spring 2024)			100% (Source: Internal candidate tracking system)	
13	Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
14	Instructional Staff PD Survey: 80% or more of staff rate that they "agree" or "strongly agree" that PD sessions were valuable and impactful towards their teaching practices	80% (Source: Internal PD surveys, Spring 2024)			80% (Source: Internal PD surveys)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> -Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math -Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit) - This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. -Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core -Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$2,898,797	No
2	Interventions	<ul style="list-style-type: none"> -Use of online learning programs for specialized supports -MTSS program and Student Support Team: Identification and support for struggling students -Early intervention plans -Small group instruction supported (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) -Intervention Coordinator -Extended school day and school year -Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$1,121,691	Yes
3	Teacher hiring and credentialing	<ul style="list-style-type: none"> -All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. -All teachers will hold an appropriate California teaching credential for their assignment 	\$12,056	No
4	Supports for students with disabilities	<ul style="list-style-type: none"> Student Services team (SS Director, coordinators, full inclusion paras, contract instructors) to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs 	\$699,793	No

5	English learner instruction	<p>-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <p>-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching</p> <p>-All English Learners receive designated ELD instruction in small groups at their appropriate level</p> <p>-Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems</p> <p>-Data-analysis and coaching meetings with specific focus on ELD standards and students</p> <p>-All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>	\$37,500	Yes

6	Professional development	<p>-Professional Development sessions on:</p> <ul style="list-style-type: none"> -->CCSS and NGSS -->Core Curriculum implementation -->Data-driven instruction -->Social Emotional Learning -->Classroom Culture -->Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth -->Culturally competent teaching -->Technology skills -->Professional Learning Communities: grade level and content time -->Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$285,324	No
7	Teacher coaching and supervision	<ul style="list-style-type: none"> -Weekly one-on-one instructional coaching meetings -Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) -Practice with the coach before launching with skill -Cyclical process of observation, follow-up and observation 	\$101,438	Yes

Goal 2

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (24.3%), trauma related behavior, and suspension rates are areas of growth for our schools. A culture of excellence occurs when students feel connected to their school community and supported to reach their full potential. The power of a staff of mission-aligned educators is crucial to a positive and successful school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale	
2	Student Survey: % indicating satisfaction with school safety and sense of belonging	82% feel proud to belong to WPS most or all of the time, 84% agree that they felt safe at school (Source: Core SEL Survey, Spring 2024)			82% feel proud to belong to WPS most or all of the time, 84% agree that they felt safe at school (Source: Core SEL Survey, Spring survey)	

3	Suspension rate for all students and all numerically significant subgroups	<p>All Students: 1.0% English Learners: 0.8% Low Income: 1.2% Students with Disabilities: 4.9% Hispanic: 1.0%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <1.0% English Learners: <0.8% Low Income: <1.2% Students with Disabilities: <4.9% Hispanic: <1.0%</p> <p>(Source: California Dashboard)</p>	
4	Expulsion Rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%</p> <p>(Source: Student Information System)</p>	
5	Average Daily Attendance	<p>94.42%</p> <p>(Source: 23-24 P-2 report)</p>			<p>96%</p> <p>(Source: P-2 report)</p>	
6	Chronic Absence Rate for all students and all numerically significant subgroups	<p>All Students: 24.6% English Learners: 23.5% Low Income: 25.1% Students with Disabilities: 29.5% Hispanic: 24.9%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10%</p> <p>(Source: California Dashboard)</p>	

7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)			0% (Source: Student Information System)	
8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)			0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	
9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	85% of parents feel their child is safe and supported on campus and 94% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)			At least 85% of parents feel their child is safe and supported on campus and 94% are satisfied with their child's academic results. (Source: Annual Parent Survey)	
10	Parent Survey: % who feel engaged in decision-making	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family engagement in school policies and decision-making	-Board engagement: the bylaws for Navigator Schools Board of Directors mandate at least two parent representatives. Board meetings are held via Zoom so all families can participate. -Survey development and administration throughout the year to address school issues and inform discussions. Surveys are given to scholars, staff, and families. -Parent education and events: grade level spotlights, literacy training, parent-teacher conferences, school festivals, attendance celebrations -Communication: ParentSquare (automatic translation to home language); school website maintenance and updates	\$46,839	No

2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	\$0	No
3	Social-emotional learning	<ul style="list-style-type: none"> -Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection -Use morning huddles for staff and students to foster SEL -Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$126,962	Yes
4	Student activities	<ul style="list-style-type: none"> -Monthly Get In celebrations based on PBIS -PBIS store to incentivize positive behavior -Field Trips -After school programs and extracurricular activities utilizing ELOP funding -Culture heritage and community celebrations 	\$913,364	No
5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> -School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community -Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials -Review and update school safety plan annually (managed by SSC) 	\$1,885,238	No

6	Chronic absenteeism support	<p>Watsonville Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Yellow" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically Disadvantaged students)</p> <ul style="list-style-type: none"> -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10% 	\$102,854	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,854,194	\$216,903

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
34.29%	0%	\$0	34.39%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.2 Interventions</p>	<p>Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p>	<p>Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
<p>1.7 Teacher coaching and supervision</p>	<p>Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p>	<p>Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>

<p>2.3 Social-emotional learning</p>	<p>Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5 English learner instruction	English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metric(s) to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

For any limited 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, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

Watsonville Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

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2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 5,406,653	\$ 1,854,194	34.295%	0.000%	34.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 7,120,247	\$ 971,009	\$ -	\$ 140,600	\$ 8,231,856.00	\$ 5,253,708	\$ 2,978,148

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards-aligned personalized instruction	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 2,820,332	\$ 78,465	\$ 2,874,797	\$ -	\$ -	\$ 24,000	\$ 2,898,797	0.000%
1	2	Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,063,913	\$ 57,778	\$ 1,016,691	\$ -	\$ -	\$ 105,000	\$ 1,121,691	0.000%
1	3	Teacher hiring and credentialing	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ 12,056	\$ 12,056	\$ -	\$ -	\$ -	\$ 12,056	0.000%
1	4	Supports for students with disabilities	SWD	No	LEA-wide	N/A	N/A	Ongoing	\$ 559,793	\$ 140,000	\$ 699,793	\$ -	\$ -	\$ -	\$ 699,793	0.000%
1	5	English learner instruction	ELL	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 37,500	\$ -	\$ 37,500	\$ -	\$ -	\$ -	\$ 37,500	0.000%
1	6	Professional development	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 285,324	\$ -	\$ 273,724	\$ -	\$ -	\$ 11,600	\$ 285,324	0.000%
1	7	Teacher coaching and supervision	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 101,438	\$ -	\$ 43,793	\$ 57,645	\$ -	\$ -	\$ 101,438	0.000%
2	1	Family engagement in school policies and decision-making	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 30,489	\$ 16,350	\$ 46,839	\$ -	\$ -	\$ -	\$ 46,839	0.000%
2	2	Community engagement	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	3	Social-emotional learning	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 119,418	\$ 7,544	\$ 126,962	\$ -	\$ -	\$ -	\$ 126,962	0.000%
2	4	Student activities	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 36,500	\$ 876,864	\$ -	\$ 913,364	\$ -	\$ -	\$ 913,364	0.000%
2	5	Facilities maintenance and health & safety	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 96,147	\$ 1,789,091	\$ 1,885,238	\$ -	\$ -	\$ -	\$ 1,885,238	0.000%
2	6	Chronic absenteeism support	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 102,854	\$ -	\$ 102,854	\$ -	\$ -	\$ -	\$ 102,854	0.000%

2024-25 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
\$ 5,406,653	\$ 1,854,194	34.295%	0.000%	34.295%	\$ 1,224,946	0.000%	22.656%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

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	Standards-aligned personalized instruction	No	LEA-wide		N/A	\$ -	0.000%
1	2	Interventions	Yes	LEA-wide	All	All Schools	\$ 1,016,691	0.000%
1	3	Teacher hiring and credentialing	No	LEA-wide		N/A	\$ -	0.000%
1	4	Supports for students with disabilities	No	LEA-wide		N/A	\$ -	0.000%
1	5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$ 37,500	0.000%
1	6	Professional development	No	LEA-wide		N/A	\$ -	0.000%
1	7	Teacher coaching and supervision	Yes	LEA-wide	All	All Schools	\$ 43,793	0.000%
2	1	Family engagement in school policies and d	No	LEA-wide		N/A	\$ -	0.000%
2	2	Community engagement	No	LEA-wide		N/A	\$ -	0.000%
2	3	Social-emotional learning	Yes	LEA-wide	All	All Schools	\$ 126,962	0.000%
2	4	Student activities	No	LEA-wide		N/A	\$ -	0.000%
2	5	Facilities maintenance and health & safety	No	LEA-wide		N/A	\$ -	0.000%
2	6	Chronic absenteeism support	No	LEA-wide		N/A	\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,961,217.00	\$ 6,264,182.00

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)	Explanation for >10% variance	Actuals vs Planned	Variance
1	1	Build positive School Culture	Yes	\$ 795,708	\$ 715,285	1 FTE Vice Principal was on leave for some of the year	89.89%	\$ 80,423
1	2	Maintain 1.3 FTEs for school counselors to provide counseling and wellness support for students, staff, and WPS families.	Yes	\$ 129,144	\$ 181,969	Budgeted for 1.3 fte and hired 1.75 fte due to the need	140.90%	\$ (52,825)
1	3	Implement SEL through Valor Compass	Yes	\$ 32,583	\$ 32,500		99.75%	\$ 83
1	4	Provide a safe environment for all	No	\$ 445,371	\$ 511,927	Hired a 1 fte campus safety lead	114.94%	\$ (66,556)
1	5	Provide basic services	No	\$ 853,620	\$ 889,119		104.16%	\$ (35,499)
2	1	Teacher Credentialing	No	\$ 1,373,566	\$ 1,550,285	Adjusted all teacher salaries to be competitive	112.87%	\$ (176,719)
2	2	Teacher development and subbing	Yes	\$ 281,570	\$ 227,119	Vacant positions for most of the year	80.66%	\$ 54,451
2	3	Small group instructors	Yes	\$ 394,033	\$ 528,434	Additional staff to mitigate learning loss	134.11%	\$ (134,401)
2	4	Professional development and common core materials	Yes	\$ -	\$ -			\$ -
2	5	Learning loss mitigation	No	\$ 115,806	\$ 88,402	vacant positons	76.34%	\$ 27,404
2	6	Instructional materials	Yes	\$ 141,134	\$ 147,653		104.62%	\$ (6,519)
3	1	Coaching	No	\$ -	\$ -			\$ -
3	2	CMO Coaching	No	\$ -	\$ -			\$ -
4	1	Special Education	No	\$ 600,481	\$ 762,425	Hired additional staff to meet the needs of special education students	126.97%	\$ (161,944)
4	2	Psychological Services	Yes	\$ 45,360	\$ 35,662	Budgeted at .20 fte but is at .15 fte instead	78.62%	\$ 9,698
4	3	Summer School	Yes	\$ 52,500	\$ 52,500		100.00%	\$ -
4	4	Food Services	Yes	\$ 323,211	\$ 304,567		94.23%	\$ 18,644
4	5	Student Services	No	\$ 227,100	\$ 120,649	The district has decided to not charge us for staffing this year	53.13%	\$ 106,451
5	1	Instructional Technology	No	\$ 78,000	\$ 69,375	Hired a site tech for less than what was budgeted	88.94%	\$ 8,625
5	2	Student Assessment	Yes	\$ 14,890	\$ 4,870	Purchased an assessment tool at a lower cost	32.71%	\$ 10,020
5	3	One to One devices	No	\$ 21,056	\$ 21,056		100.00%	\$ -
5	4	Technology refresh	No	\$ 11,094	\$ 13,067	Technology for an additional staff member that was not budgeted	117.78%	\$ (1,973)
5	5	Internet Connectivity	No	\$ 24,990	\$ 7,318	Erate is covering this	29.28%	\$ 17,672

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,667,049	\$ 1,470,314	\$ 1,745,968	\$ (275,654)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Build positive School Culture	Yes	\$ 795,708	\$ 715,285.00	0.000%	0.000%
1	2	Maintain 1.3 FTEs for school counselors to provide counseling and wellness support for students, staff, and WPS families.	Yes	\$ 129,144	\$ 181,969.00	0.000%	0.000%
1	3	Implement SEL through Valor Compass	Yes	\$ 32,583	\$ 32,500.00	0.000%	0.000%
2	2	Teacher development and subbing	Yes	\$ 281,570	\$ 227,119.00	0.000%	0.000%
2	3	Small group instuctors	Yes	\$ 154,679	\$ 289,080.00	0.000%	0.000%
2	4	Professional development and common core materials	Yes	\$ -	\$ -	0.000%	
2	6	Instructional materials	Yes	\$ -	\$ 147,653.00	0.000%	0.000%
4	2	Psychological Services	Yes	\$ 38,934	\$ 29,236.00	0.000%	0.000%
4	3	Summer School	Yes	\$ -		0.000%	0.000%
4	4	Food Services	Yes	\$ 22,806	\$ 4,162.00	0.000%	0.000%
5	2	Student Assessment	Yes	\$ 14,890	\$ 4,870.00	0.000%	0.000%

2023-24 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)
\$ -	\$ 1,667,049	0.000%	0.000%	\$ 1,745,968	0.000%	0.000%	\$ -	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

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(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o 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.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
 - o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**

- o 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)**

- o 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)**

- o 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
November 2023

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*, pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Hayward Collegiate Charter
CDS code:	01-10017-0138867
LEA contact information:	Caprice Young Superintendent and Chief Executive Officer caprice.young@navigatorsschools.org (408) 843-4107
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	3,206,710
LCFF supplemental & concentration grants	\$	468,444
All other state funds	\$	1,114,433
All local funds	\$	127,500
All federal funds	\$	241,537
Total Projected Revenue	\$	4,690,180
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	4,676,184
Total Budgeted Expenditures in the LCAP	\$	3,415,246
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	640,780
Expenditures not in the LCAP	\$	1,260,938
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,334,039
Actual Expenditures for High Needs Students in LCAP	\$	1,415,374

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>[Respond to prompt here]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Hayward Collegiate Charter

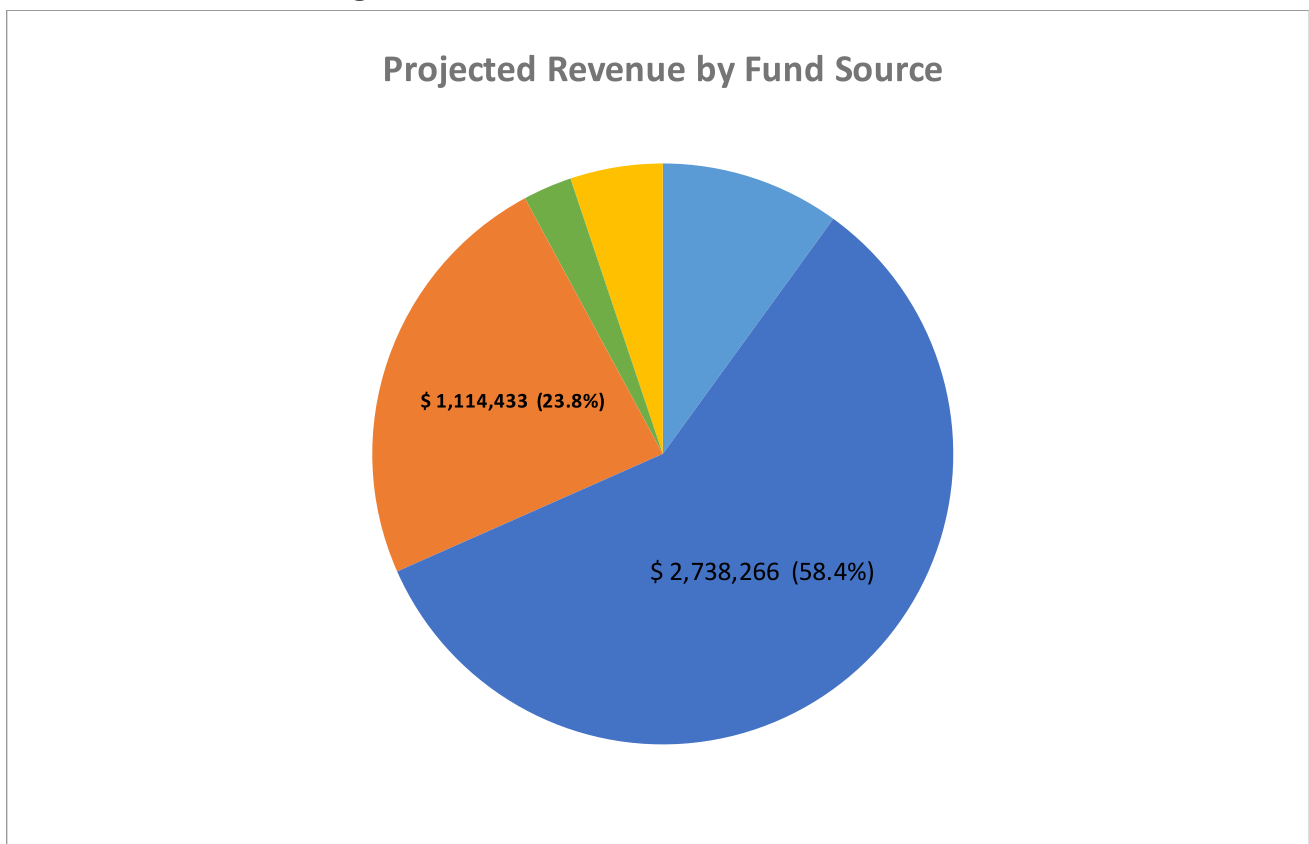
CDS Code: 01-10017-0138867

School Year: 2024-25

LEA contact information: Caprice Young

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).

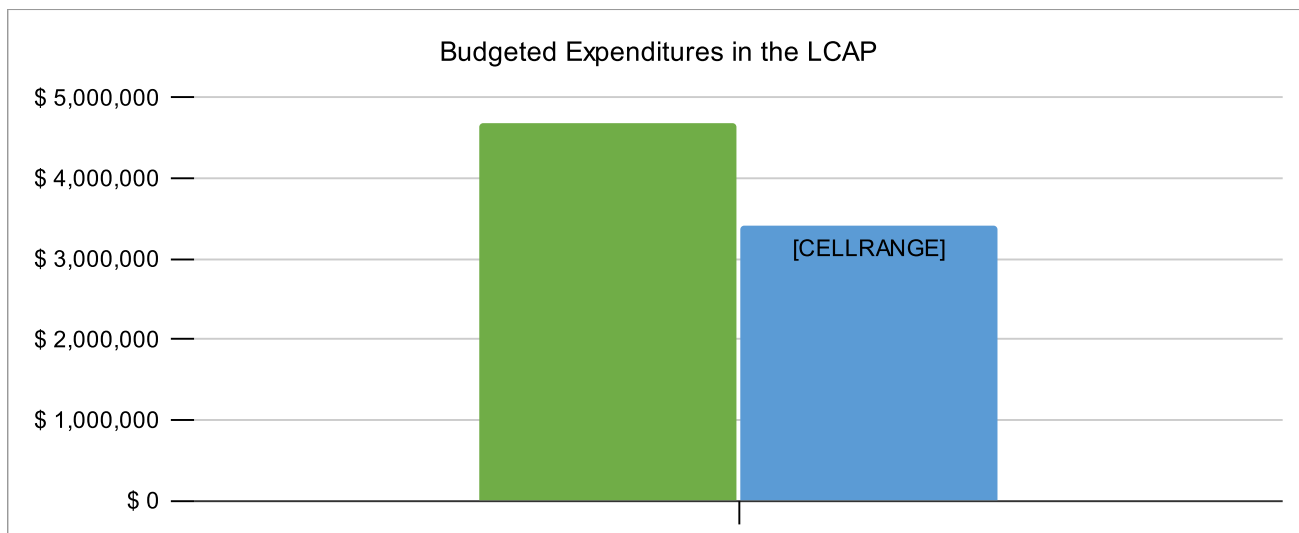
Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue Hayward Collegiate Charter 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 Hayward Collegiate Charter is \$4,690,180.00, of which \$3,206,710.00 is Local Control Funding Formula (LCFF), \$1,114,433.00 is other state funds, \$127,500.00 is local funds, and \$241,537.00 is federal funds. Of the \$3,206,710.00 in LCFF Funds, \$468,444.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Hayward Collegiate Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

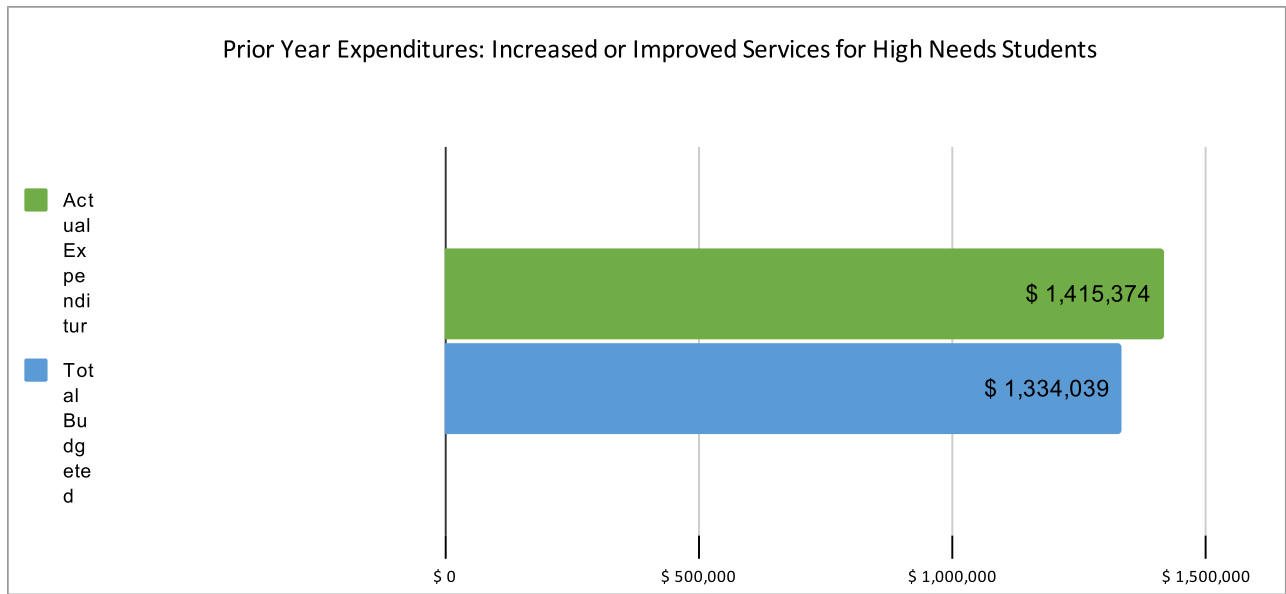
The text description of the above chart is as follows: Hayward Collegiate Charter plans to spend \$4,676,184.00 for the 2024-25 school year. Of that amount, \$3,415,246.00 is tied to actions/services in the LCAP and \$1,260,938.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hayward Collegiate Charter is projecting it will receive \$468,444.00 based on the enrollment of foster youth, English learner, and low-income students. Hayward Collegiate Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Hayward Collegiate Charter plans to spend \$640,780.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Hayward Collegiate Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hayward Collegiate Charter 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 2023-24, Hayward Collegiate Charter's LCAP budgeted \$1,334,039.00 for planned actions to increase or improve services for high needs students. Hayward Collegiate Charter actually spent \$1,415,374.00 for actions to increase or improve services for high needs students in 2023-24.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Collegiate Charter	Caprice Young, Superintendent and Chief Executive Officer	caprice.young@navigatorschools.org , (408) 843-4107

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP: % meeting Fall to Spring growth target (Source: Local)	2020-21: 13% of students met Fall to Spring math growth target 27% of Students met Fall to Spring reading growth target (Baseline data corrected in 2022)	2021-22: 60% of students met Fall to Spring math growth target 67% of students met Fall to Spring reading growth target	NWEA was not utilized for testing this year. STAR testing took place 5 times this year	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
% of core and EL teachers are properly credentialed and appropriately assigned	100%	100%	100%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)

Teacher survey: 100% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100%	100%	Data not collected	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
% of students with access to their own copies of standards-aligned instructional	100%	2021-22: 100%	100%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
ELPAC Summative: % of students improving a level (Dashboard measure)	2019-20 ELPAC testing canceled due to the pandemic.	2020-21 Level 3 or 4: 79.3% Proficient: 34.5% ELPI not provided for 2021	Not available yet	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
EL reclassification rate (target to exceed district by at least 5%) (Source: Dataquest)	2019-20: 0%	2020-21: 0%	0%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
CAASPP performance: ELA, Math, and Science % Met/Exceeded Standard for all students and all numerically significant subgroups. (Source: Dataquest)	No CAASPP testing administered until 2022.	No CAASPP testing administered until 2022.	In 2021-22 50% of students met or exceeded standards in ELA and 59.26% met or exceeded standards in Math	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
% of students enrolled in a broad course of study (Source: Local)	100%	2021-22: 100%	100%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)

New 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.	N/A	96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.	94% feel proud and 64% would recommend working at Navigator.	At least 96% of staff feel proud to tell people where they work and 86% would recommend working at Navigator to a good friend.
New 2023-24: Parent Surveys	70% of parents feel their child is safe and supported on campus and 70% are satisfied with their child's academic results.	N/A	100% of parents feel their child is safe and supported on campus and 100% are satisfied with their child's academic results.	91% of parents feel their child is safe and supported on campus, and 98% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)	At least 90% of parents feel their child is safe and supported on campus and 90% are satisfied with their child's academic results.
New 2023-24: Student Surveys	70% feel proud to belong to HC most or all of the time, 70% feel that adults at the school cared about them most or all of the time, and 70% agree that they felt safe at school	N/A	67% feel proud to belong to HC most or all of the time, 73% feel that adults at the school cared about them most or all of the time, and 87% agree that they felt safe at school	71% feel proud to belong to HC most or all of the time, 97% feel that adults at the school cared about them most or all of the time, and 94% agree that they felt safe at school	At least 67% feel proud to belong to HC most or all of the time, 73% feel that adults at the school cared about them most or all of the time, and 87% agree that they felt safe at school
New 2023-24: Suspension Rates	Less than 2%	N/A	0.70%	0%	Less than 2%
New 2023-24: Student Attendance Rates, as a measure of student engagement.	96% ADA	N/A	94.68%	94.87%	96%
New 2023-24: Chronic Absenteeism	Less than 10%	N/A	5.70%	11.80%	Less than 6%

Goal Analysis

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 implementation. We were able to successfully utilize the actions laid out in this goal to help create a culture of excellence within the school community.

- In Action 1, HCC was able to successfully staff their leadership team and bi-lingual office staff, who worked hard to maintain a positive school culture.
- In Action 2, HCC was able to maintain a safe climate for students and staff by keeping the facilities in good repair, as shown on the latest Facilities Inspection Tool (FIT).
- In Action 3, HCC received services from the Support Office and staff felt supported and proud to work at Navigator, as shown in our staff survey results (94% felt proud).

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 was not a material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on the successful achievement of our metric targets, we see that many of our actions were implemented with substantial success, although we did not meet all targets completely. We therefore see these actions as partially effective.

- The target for chronic absenteeism was less than 6%, which was the success we saw in 2022-23. We missed the goal with a rate of 11.80%. Office staff will have a renewed focus on our chronic absenteeism with additional family outreach in partnership with the Community Schools Coordinator.
- The target for average daily attendance was 96%, and this was also missed by 1.13% with an ADA of 94.67% (an increase from the previous year). The office staff and Community Schools Coordinator will work with leadership to ensure the rate continues to increase and chronic absenteeism decreases.
- The target was for 96% of staff who feel proud to work at Navigator and 86% of staff who would recommend Navigator to a friend. We did not achieve this target, with 94% feeling proud and 64% willing to recommend Navigator to a friend. We will continue to team-build with our staff and will have regular check-ins with them to ensure they are feeling heard and seen.

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.

We will continue to foster a culture of excellence in our school by re-establishing metrics targets and modified actions (as noted above) associated with this Goal in our 2024-27 LCAP.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % who feel engaged in decision-making (Source: Local)	2021: 90.2%	2022: 96%	2023: Data not collected	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Parent Survey: % indicating satisfaction with school safety and school connectedness (Source: Local)	2021: 100%	2022: Safety: 87% Connectedness: 96%	2023: 100%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Student Survey: % indicating satisfaction with school safety and school connectedness (Source: Local)	2021: No survey yet administered since we only have TK-2	2022: No survey yet administered since we only have TK-3	2023: 87%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Teacher survey: % indicating satisfaction with school safety and school connectedness (Source: Local)	2021: 80%	2022 Safety: 97% Connectedness: 97%	2023: 94%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Suspension rate for all students and all numerically significant subgroups	0%	2021-22: 0%	2022: .07%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)

Expulsion Rate for all students and all numerically significant subgroups	0%	2021-22: 0%	2022: 0%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Average Daily Attendance (Source: Local)	84% (8/19/19-2/28/20)	2021-22: 96.11% Data Source: CALPADS P-2	2023: 94.68%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Chronic Absence Rate for all students and all numerically significant subgroups (Source: Dataquest)	All students: 8.7%	2020-21 All: 0.9% SED: 1.4% Hispanic: 1.4%	2022: 5.7%	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Gauge that facilities meet the “good repair” standard (Source: Local)	Facilities in Good Repair	2021-22: Good Repair	2023: Good repair	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs (Source: Local Indicator CA Dashboard)	Full Implementation and Sustainability	Full Implementation and Sustainability	Full Implementation and Sustainability	N/A - Shifted to alternate metrics (see below)	N/A - Shifted to alternate metrics (see below)

<p>New 2023-24: SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE</p>	<p>SBAC Math +3 from 2021-22 DFS</p>	<p>N/A</p>	<p>Not available yet</p>	<p>64.87% Met or Exceeded the standard for Math from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p> <p>DF +3 from California State Dashboard: 18.7 Points Above Standard</p>	<p>SBAC Math +3 from 2022-23 DFS</p>
<p>New 2023-24: SBAC scores, English Learner progress and Science and SS assessments will be added when determined by the CDE</p>	<p>SBAC ELA +3 from 2021-22 DFS</p>	<p>N/A</p>	<p>Not available yet</p>	<p>67.56% Met or Exceeded the standard for ELA from the 22 - 23 CAASPP; most current state data available from the caaspp-elpac.ets.org state website</p> <p>DF +3 from California State Dashboard: 29.9 Points Above Standard</p>	<p>SBAC ELA +3 from 2022-23 DFS</p>
<p>New 2023-24: English Learner Progress</p>	<p>Set from the California Dashboard for 2022 the English Learner Progress was 46.7%</p>	<p>N/A</p>	<p>46.7% making progress towards English language proficiency</p>	<p>62.1% from the California Dashboard for 2023 the English Learner Progress</p>	<p>At least 46.7%</p>

Goal Analysis

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 from appropriately credentialed teachers and staff.

- In Action 1, all teachers were appropriately assigned, trained and credentialed and used data-driven instruction.
- In Action 2, Teachers in Training served as substitutes to provide our teachers time for coaching and collaboration with partner teachers.
- In Action 3, Small Group Instructors provided small group instruction to students using data driven instruction at the appropriate level for the students.
- In Action 4, English Learners were provided access to CCSS and ELD standards for instruction. Staff were provided professional development and increased planning time in order to implement ELD standards into instructional time.
- In Action 5, all standards-aligned instructional materials that were needed were purchased at the beginning of the school year.
- In Action 6, physical education was provided to grades K through 5.

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 some material differences between planned expenditures and estimated actual expenditures:

- For Action 2, the Estimated Actual Expenditures were \$144,427, while the Budgeted Expenditures were \$121,292. This is an increase of 19%. This was due to highly-qualified staff hired at a higher compensation rate than originally expected.
- For Action 3, Estimated Actual Expenditures were 30% higher than budgeted (~\$73,000) due to additional staff added to help reduce learning loss.
- For Action 5, Instructional materials, there was cost savings of approximately 50% (~\$50,000) due to an overestimation of necessary materials for implementation of the curriculum.
- For Action 6, Physical Education, there were lower costs (~\$20,000 or 25%) due to an unfilled position for a portion of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did meet most of our metric targets, we are finding that learning loss due to the Pandemic is still a concern. The metrics available for this LCAP annual update reflect testing in 2022-23, though, so we cannot fully reflect on our actions during this school year. Nonetheless, we will continue to address learning loss so we can meet all our assessment targets in the future.

- The target for math and ELA SBAC was +3 percent from the 2021-22 SBAC scores. We did not meet the math goal with a growth of +1.1, however, we far exceeded the goal for ELA at +14.55
- English Learner progress was up significantly from the previous year of 46.7% of students making progress to 62.1% making progress.

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.

We will continue to staff all classrooms with properly credentialed teachers, small group instructors, and teachers in training. We will continue to push for high academic achievement via standards-aligned personalized instruction, as outlined in Goal 1, Action 1 of our 2024-27 LCAP.

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

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	N/A	Weekly coaching for teachers an average of 20 times a school year	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	N/A	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	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	N/A	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year	Weekly coaching for administrators an average of 20 times a school year

Goal Analysis

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 Actions for this Goal were implemented as planned. School leadership staff prioritized their calendaring at the beginning of the school year to ensure weekly 30-minute academic coaching meetings for each instructional staff member. School leadership staff also prioritized calendaring of weekly staff observation times. All school leadership 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.

- In Action 1, school leadership provided weekly coaching to all teachers, Teachers in Training and Small Group Instructors to continuously improve instruction for students and growth for staff.

- In Action 2, the Director of Schools provided weekly coaching to Principal, and the Director of Student Services provided weekly coaching to Special Education Resource Teachers.

Additionally, Navigator prioritized in-the-moment coaching for all staff members, as well as group coaching when there was 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. These additional actions will continue in the coming years.

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 explicit costs associated with this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The coaching actions at the school site were effective in reaching the metric targets.

- The goal of weekly coaching for all staff was achieved, with 100% of staff being coached weekly with an average of 20 time during the school year.

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.

We will continue to provide weekly coaching to all staff at Navigator, as it is one of our main priorities in continually improving. This is reflected in Action 7 of Goal 1 for the 2024-27 LCAP.

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

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%	N/A	100%	100%	100%
% of Students not meeting standards who are offered intervention support	99%	N/A	100%	100%	100%

Goal Analysis

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 planned actions and actual implementation. We continued to implement a robust MTSS team process, which included leadership, counselors, educational specialists and a school psychologist. The special education team ensured that all students in need of services were provided specialized services.

- In Action 1, with support from the Director of Student Services and the Resource Teacher, Special Education Paraprofessionals provided an inclusive instructional setting by ""pushing in"" with support in the classrooms. At times, a 1:1 ratio was needed and provided by the Special Education Paraprofessional.
- In Action 2, a .10 FTE School Psychologist was maintained and provided intervention support for students not achieving at grade level.
- For Action 3, Summer school has not happened for 2023-24 yet, however summer school is planned to take place for four weeks from June to July.
- In Action 4, students were provided food service for breakfast, lunch and snacks at no cost to them. The food service staff made sure that all students has equitable opportunities to enjoy nourishing food.
- In Action 5, through staffing and independent contractors, students were able to receive speech therapy, occupational therapy, and counseling, or any specialized support for identified 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 several areas where estimated actual expenditures varied from budgeted expenditures:

- For Action 1, costs were 18% lower than budgeted due to vacant positions for certain parts of the year.

- For Action 2, estimated actual expenditures are 10% higher than budget due to an additional stipend provided to the Psychologist for acting as MTSS coordinator.
- For Action 3, estimated actual expenditures were similar to budget.
- For Action 4, costs are estimated to be significantly higher (33%) due to additional meal kits provided to students during school breaks which were not budgeted.
- For Action 5, costs are estimated to be significantly lower, by 35%, due to vacant positions on the Student Services team for certain parts of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions planned within this goal were determined to be effective because we exceeded our goal of 99% inclusivity for our special education students.

- 100% of students were placed in an inclusive environment.
- 100% of students who were not at grade level received intervention support

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.

We will continue to provide specialized services to all students and meet our target of 99% inclusivity for our special education students and 99% for intervention. Our supports for Special Education students specifically will be reflected in our 2024-27 LCAP in Goal 1, Action 4.

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.

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%	N/A	53%	59%	65%
% of Students with access to adaptive applications to support personalized learning	100%	N/A	100%	100%	100%
% Customer Satisfaction rates: IT job tickets resolved satisfactorily	93%	N/A	94%	96%	94%

Goal Analysis

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 our planned actions and and the implementation of these actions. The full time site administrator for IT was able to support staff and students with their technology needs.

- For Action 1, a full time IT Admin was present on site to provide staff and students with IT support.
- For Action 2, Illuminate was used for student assessment and reporting for data-driven student support. Tableau software was utilized to enhance data reporting so that staff could easily identify student needs.
- For Action 3, more iPads were purchased and we will continue to work towards a 1:1 iPad device ratio.
- For Action 4, all staff was provided up-to-date technology for lesson planning, instruction and, when necessary, meetings.
- For Action 5, high-speed internet was provided throughout the campus to accommodate the use of technology for learning.

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 Actions 1, 2, and 5, there was no material difference between planned and estimated actual expenditures. For Actions 3 and 4, estimated actual expenditures varied by more than 10% from budgeted expenditures:

- For Action 3, devices that were originally planned to be replaced were assessed and were in better condition than anticipated, so they were not replaced. This reduced costs by approximately \$24,000.

- For Action 4, an unbudgeted new staff member needed teaching technology, increasing estimated actual costs by \$4,800 (~43%).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions we implemented were effective, although we did not reach the original goal for the 1:1 iPad ratio for students.

- The goal for 1:1 iPad ratio was 65% and we ended the year with 59% of students having an iPad. Although we did not hit our goal, we increased the ratio from the previous year of 53%. This was primarily due to a slower transition from Chromebooks to iPads. The instructional staff wanted to make this transition more slowly than originally planned, keeping some Chromebooks for one additional year. This did not compromise the instructional support in any way.
- The goal was 100% of students having access to adaptive applications to support personalized learning, and this goal was met.
- The goal was 93% customer satisfaction (IT job tickets resolved satisfactorily), and this goal was exceeded with a satisfaction rating of 96%, helping us see that our support system, processes, and staff are effective.

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.

We will continue to have a technology focus for our students and staff. In 2024-25, all students will have a 1:1 iPad device ratio.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

2023–24 Local Control and Accountability Plan Annual Update Instructions Page 1 of 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Collegiate Charter	Caprice Young, Chief Executive Officer	caprice.young@navigatorschools.org (408)843-4107

Plan Summary 2024-25

General Information

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

Hayward Collegiate Charter (HCC) is a TK-6th grade independent public charter school opened in 2019 that serves students and families in Hayward, California. At HCC, we believe in setting high academic standards to ensure that our students are challenged and inspired every day. Our curriculum is designed to foster intellectual growth and critical thinking skills. We focus on core subjects such as math, science, English, and social studies, while also incorporating technology and arts education. Our teachers are highly qualified and dedicated to ensuring that every student achieves their full academic potential. Recognizing that each student has unique learning needs, we provide individualized support to help every student succeed. This includes differentiated instruction, small group instruction, and one-on-one tutoring. Our teachers and support staff work closely with students to identify their strengths and areas for improvement, and tailor their instruction accordingly. We also have a strong special education program and English language learner support. Our mission is to prepare every student for the college of their choice. Starting from transitional kindergarten, we instill a college-going culture in our students. We expose them to various colleges and careers, and equip them with the academic skills, study habits, and self-discipline needed to succeed in higher education. HCC students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2023, 67.56% of HCC students met or exceeded standard in English Language Arts and 64.87% met or exceeded standard in Math, both significantly higher than state averages. A testament to our engaging environment and dedicated staff, we have a 95% attendance rate. Students are eager to come to school and participate in the learning process. Beyond academics, Hayward Collegiate offers a range of extra-curricular programs. From arts to athletics, there's something for every student to explore and excel in.

HCC serves more than 200 students with the following demographics: 62.9% free or reduced-price lunch, 29.3% English language learners, and 6.8% special education. HCC students are ethnically diverse: 69.3% Hispanic or Latino, 13.7% Asian, 7.3% Two or More Races, 5.9% Black or African-American, and 2.9% Native Hawaiian and Other Pacific Islander. HCC parents have varied education levels: 13.8% graduate degree or more, 25.6% college degree, 22.7% some college or associate's degree, 26.1% high school degree, and 11.8% no high school degree or did not answer. Hayward has a population of approximately 163,000, and is home to manufacturing, warehousing and distribution, high-technology, biotechnology, and food manufacturing companies and has also become home to commuters to Oakland, Silicon Valley, and San Jose.

HCC is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hollister Prep, and Watsonville Prep.

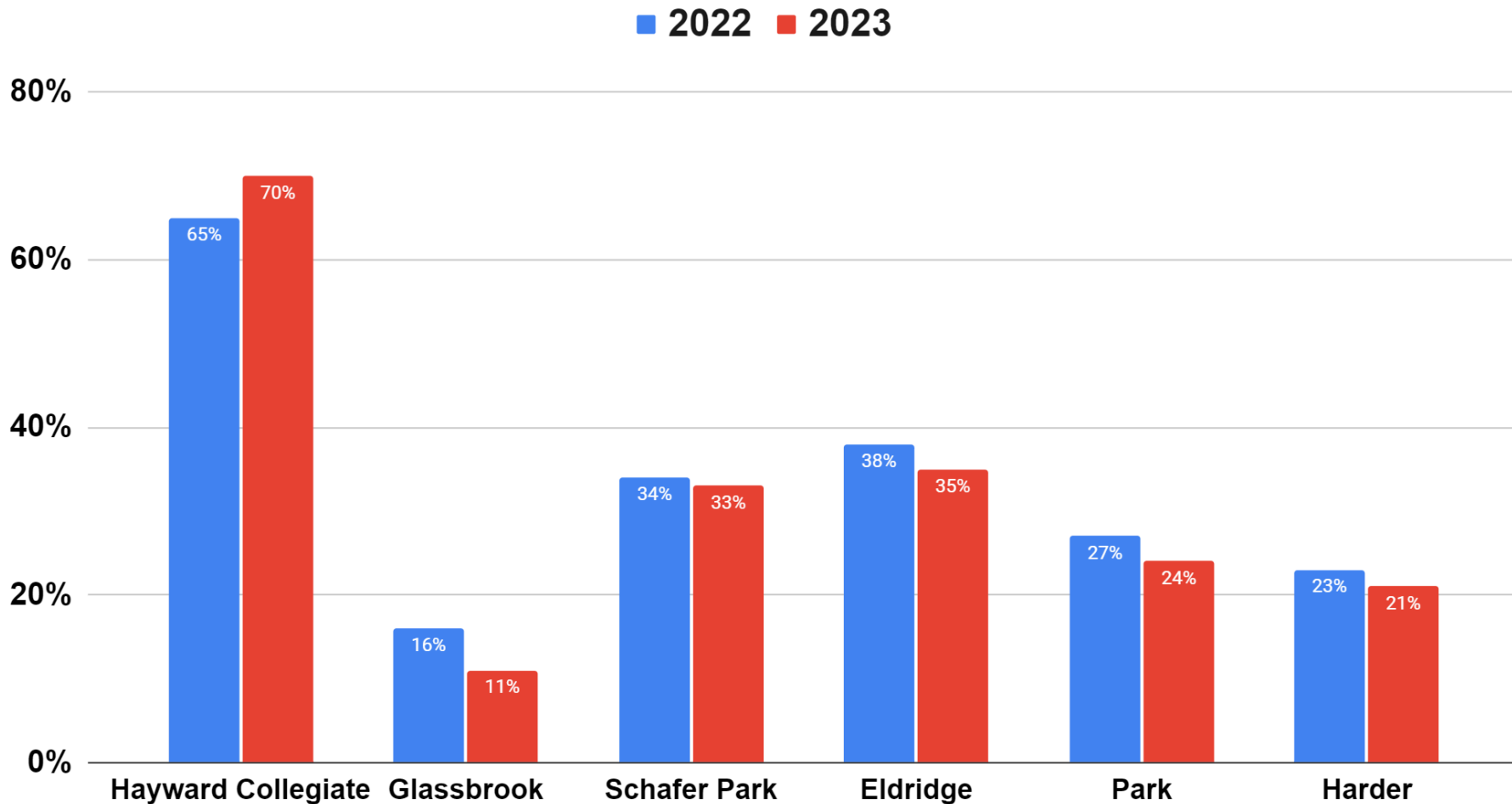
In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for HCC, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and HCC will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Hayward Collegiate, consultation with the local tribe and labor organizations was not applicable.

Reflections: Annual Performance

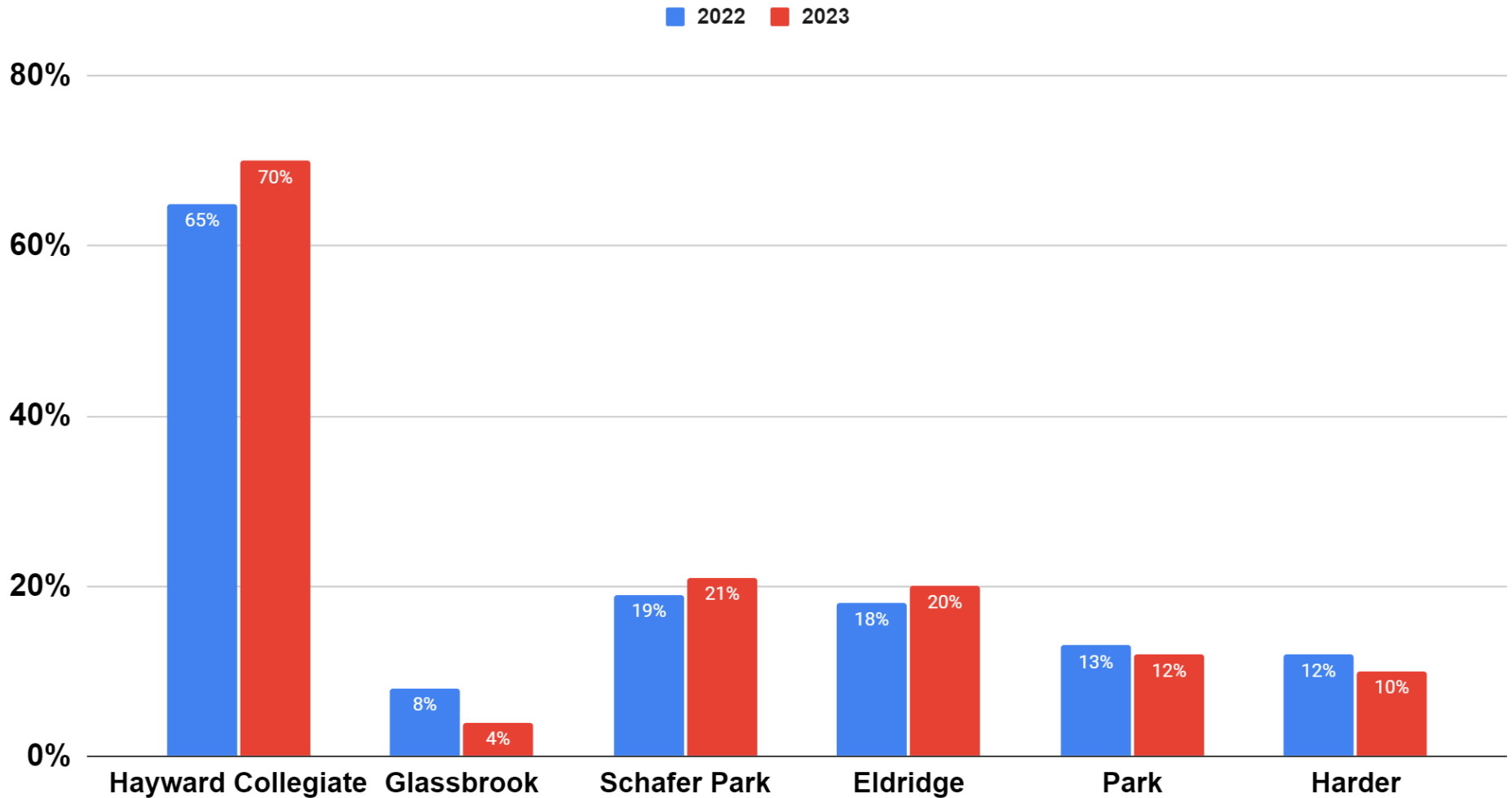
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

With its unwavering determination, Hayward Collegiate has swiftly bounced back from the nationwide academic setback caused by the pandemic. In 2023, our ELA scores resumed their upward trajectory, with 68% of students achieving proficiency or above, a significant leap from 52.2% in 2022. The percentage of students reaching proficiency or above in Math also jumped, rising from 64% to 68%. In addition, our students from low socioeconomic backgrounds showed remarkable growth in both ELA (from 65% to 70%) and Math (also from 65% to 70%), as we can see in the charts below. Because Hayward Collegiate did not have grade levels eligible for testing before the pandemic, these trajectories comprise our documented track record. We significantly outperform similar surrounding schools by two to three times, as also evidenced in the charts below (focusing specifically on comparing students from equivalent demographic backgrounds).

SBAC ELA Socioeconomically Disadvantaged Hayward Collegiate and Closest Five Neighborhood Schools 2022 and 2023

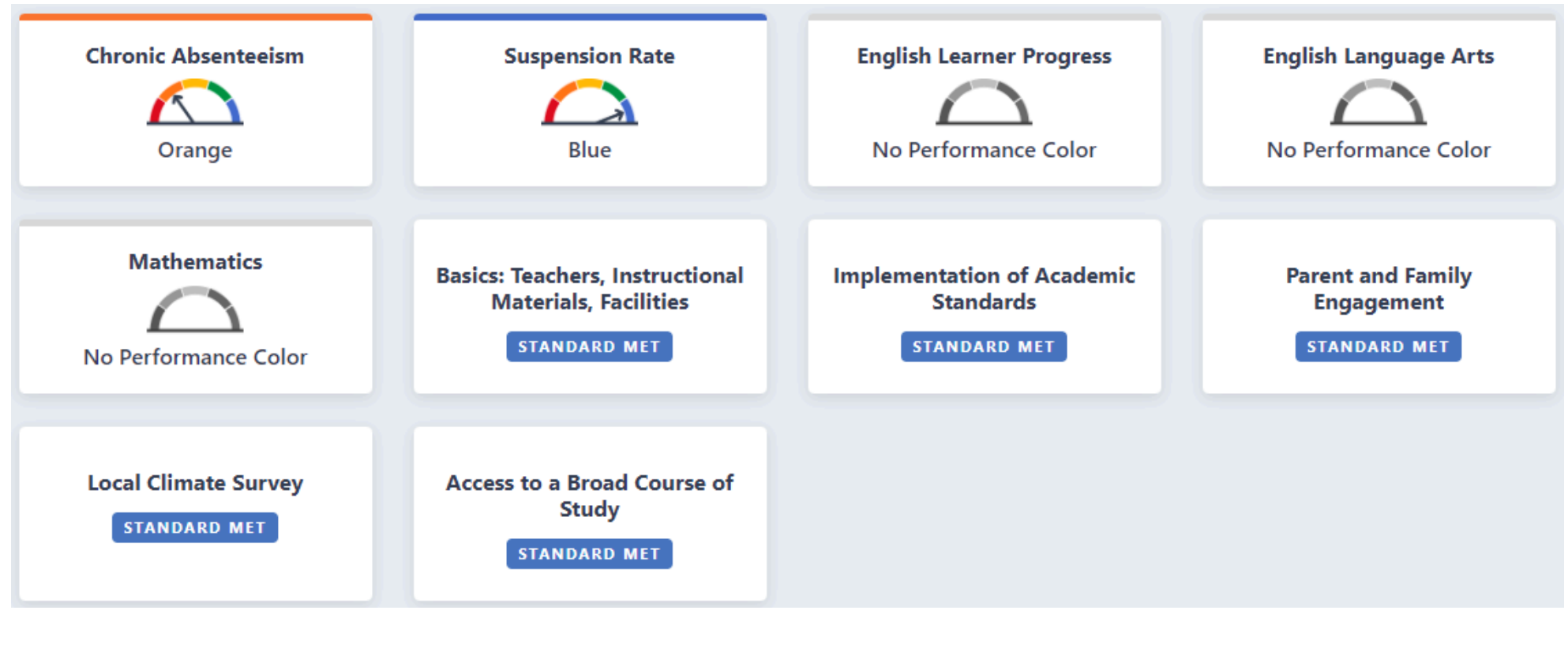


SBAC Math Socioeconomically Disadvantaged Hayward Collegiate and Closest Four Neighborhood Schools 2019, 2022 and 2023



Hayward Collegiate also excels in non-academic areas. Hayward Collegiate’s campus is peaceful and engaging despite the post-pandemic stresses, with suspension rates in the blue category. While the state did not assign a color category for English Learner Progress to the school, 62.1% of students made progress, compared with the state average of 48.7%. The state categorized Hayward Collegiate’s Chronic Absenteeism in the orange level (as shown in the CA State Dashboard below) despite the school’s 9.9% rate being significantly lower than the state average of 24.3%. To avoid any concerns for our parents or stakeholder community in this area, we will be targeting an improved Chronic Absenteeism rate going forward through Goal 2, Action 6 of this new LCAP.

A major impact of the pandemic was the difficulty in documenting students' socioeconomic status. The school's percentage of socioeconomically disadvantaged students dropped artificially from 70.8% to 48.7% between 2020 and 2023. During 2023-24, the percentage was documented to be 65% (similar to the surrounding neighborhood).



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hayward Collegiate Charter is not eligible for technical assistance.

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.

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2024 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2024.</p> <p>A staff survey was administered in February 2024, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p> <p>In November 2023, and January and March 2024, staff focus groups were convened (with a selection of classified and certificated staff across grade spans and specialty areas) to discuss the wants and needs of the school (e.g., facilities, organizational health, glows/grows) in order to contribute to the development of the LCAP Goals and Actions.</p>
<p>Parents</p>	<p>Parents were engaged in a variety of ways, including a family survey administered in January 2024 and Parent Advisory Council (“Family Community Meetings”) meetings, including one on March 6, 2024. Additionally, the Principal held quarterly open-forum coffee chats with parents to share some information on things happening at the school, as well as to hear from parents about their areas of concern. Each of these mechanisms included discussions of LCAP topics related to academic achievement, wrap-around services, social-emotional learning, and special services (e.g., Special Education, academic interventions, English Language Proficiency supports).</p>
<p>Students</p>	<p>Students were involved in focus groups in January and March 2024 to gather feedback on their feelings of connectedness, safety, and success at school. In future years, as the student population reaches middle school, students will be surveyed for additional data.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Focus groups with staff and the PAC/ELPAC meetings highlighted the importance of strengthening cultural and community celebrations, which is included as an action in Goal 2. The academic growth and progress of students in Math was singled out as a continued area of focus by teachers and families, leading to increased professional development and focus on Illustrative Math as an activity in Goal 1.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. In English Language Arts and Mathematics, Hayward Collegiate scored much higher than surrounding district schools on the SBAC assessment. We will be implementing tiered English language development next year for all English Learners to ensure that this group also shows adequate progress. Hayward Collegiate did not have any specific areas flagged for growth on the CA Dashboard for 22-23.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 67.6% English Learners: 65.0% Low Income: 70.3% Hispanic: 64.6% (LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 75.6% English Learners: 63.0% Low Income: 78.3% Hispanic: 72.6% (LEA average & all significant subgroups; LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	
2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 64.9% English Learners: 60.0% Low Income: 70.3% Hispanic: 64.6% (LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 72.9% English Learners: 68.0% Low Income: 78.3% Hispanic: 72.6% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	

3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	N/A (No tested students in 2023)			<p>All Students: 40% English Learners: 40% Low Income: 40% Hispanic: 40%</p> <p>(LEA average & all significant subgroups; Source: Source: CAST assessment; caaspp-elpac.ets.org)</p>	
4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	<p>% of students improving a level + maintaining Level 4: 62.1% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 16.4% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/)</p>			<p>% of students improving a level + maintaining Level 4: 70.1% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 20% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)</p>	

5	<p>ELA: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
6	<p>ELD: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
7	<p>Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	
8	<p>Next Generation Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home</p>	<p>100%</p> <p>(Source: Internal curriculum checklist, Spring 2024)</p>			<p>100%</p> <p>(Source: Internal curriculum checklist)</p>	

9	History-Social Science: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)			100% (Source: Student Information System)	
11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	Clear: 2.00 (25%) Out-of-Field: 0.00 (0%) Intern: 2.00 (25%) Ineffective: 4.00 (50%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)			Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on Teacher Credentialing, Spring 2027)	

12	% of instructional staff who have undergone all parts of the hiring process (application screening, phone interview, panel interview, performance task and reference checks).	100% (Source: Internal candidate tracking system, Spring 2024)			100% (Source: Internal candidate tracking system)	
13	Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100% (Source: Internal curriculum checklist, Spring 2024)			100% (Source: Internal curriculum checklist)	
14	Instructional Staff PD Survey: 80% or more of staff rate that they "agree" or "strongly agree" that PD sessions were valuable and impactful towards their teaching practices	80% (Source: Internal PD surveys, Spring 2024)			80% (Source: Internal PD surveys)	
15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)			20 times annually (Source: Internal coaching logs)	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> -Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math -Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit) -Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core -Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$1,384,043	No
2	Interventions	<ul style="list-style-type: none"> -Use of online learning programs for specialized supports -MTSS program and Student Support Team: Identification and support for struggling students -Early intervention plans -Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) -Intervention Coordinator -Extended school day and school year -Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$506,474	Yes
3	Teacher hiring and credentialing	<ul style="list-style-type: none"> -All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. -All teachers will hold an appropriate California teaching credential for their assignment 	\$12,056	No
4	Supports for students with disabilities	<p>Student Services team (SS Director, coordinators, full inclusion paras, contract instructors) to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs</p>	\$318,567	No

5	English learner instruction	<p>-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <p>-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching</p> <p>-All English Learners receive designated ELD instruction in small groups at their appropriate level</p> <p>-Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems</p> <p>-Data-analysis and coaching meetings with specific focus on ELD standards and students</p> <p>-All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>	\$37,500	Yes
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6	Professional development	<p>-Professional Development sessions on:</p> <ul style="list-style-type: none"> -->CCSS and NGSS -->Core Curriculum implementation -->Data-driven instruction -->Social Emotional Learning -->Classroom Culture -->Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth -->Culturally competent teaching -->Technology skills -->Professional Learning Communities: grade level and content time -->Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$194,353	No
7	Teacher coaching and supervision	<ul style="list-style-type: none"> -Weekly one-on-one instructional coaching meetings -Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) -Practice with the coach before launching with skill -Cyclical process of observation, follow-up and observation 	\$30,188	Yes

Goal 2

Goal #	Description	Type of Goal
2	Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, ensuring the school celebrates and is engaged with the greater Hayward community is a priority for our families and a crucial aspect of the school's culture and success. Finally, the power of a staff of mission-aligned educators is crucial to a positive and successful school culture. Students cannot focus on academics if they do not feel they are safe, supported, and affirmed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale	
2	Student Survey: % indicating satisfaction with school safety and sense of belonging	94% agree that they felt safe at school, 71% feel proud to belong to HC most or all of the time (Source: Core SEL Survey, Spring 2024)			94% agree that they felt safe at school, 71% feel proud to belong to HC most or all of the time (Source: Core SEL Survey, Spring survey)	

3	Suspension rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0%</p> <p>(Source: California Dashboard)</p>	
4	Expulsion Rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0%</p> <p>(Source: Student Information System)</p>	
5	Average Daily Attendance	<p>94.35%</p> <p>(Source: 23-24 P-2 report)</p>			<p>96%</p> <p>(Source: P-2 report)</p>	
6	Chronic Absence Rate for all students and all numerically significant subgroups	<p>All Students: 9.9% English Learners: 11.8% Low Income: 10.2% Hispanic: 10.4%</p> <p>(Source: California Dashboard, 2023)</p>			<p>All Students: <10% English Learners: <10% Low Income: <10% Hispanic: <10%</p> <p>(Source: California Dashboard)</p>	
7	Middle school dropout rate	<p>0%</p> <p>(Source: Student Information System, Spring 2024)</p>			<p>0%</p> <p>(Source: Student Information System)</p>	

8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)			0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	
9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	91% of parents feel their child is safe and supported on campus, and 98% are satisfied with their child's academic results. (Source: Annual Parent Survey, May 2024)			At least 90% of parents feel their child is safe and supported on campus and 95% are satisfied with their child's academic results. (Source: Annual Parent Survey)	
10	Parent Survey: % who feel engaged in decision-making	Not previously measured			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed with 2024-25 Annual Update.

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.

To be completed with 2024-25 Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed with 2024-25 Annual Update.

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

To be completed with 2024-25 Annual Update.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family engagement in school policies and decision-making	-Board engagement: the bylaws for Navigator Schools Board of Directors mandate at least two parent representatives. Board meetings are held via Zoom so all families can participate. -Survey development and administration throughout the year to address school issues and inform discussions. Surveys are given to scholars, staff, and families. -Parent education and events: grade level spotlights, literacy training, parent-teacher conferences, school festivals, attendance celebrations -Communication: ParentSquare (automatic translation to home language); school website maintenance and updates	\$38,541	No

2	Community engagement	Engage all members of the school and local community - Navigator applied for Community Schools Implementation Grants to provide full wraparound services for families and scholars. Through this work we are creating partnerships within the community for social, health, and educational services for students and families	\$0	No
3	Social-emotional learning	<ul style="list-style-type: none"> -Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection -Use morning huddles for staff and students to foster SEL -Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$66,618	Yes
4	Student activities	<ul style="list-style-type: none"> -Monthly Get In celebrations based on PBIS -PBIS store to incentivize positive behavior -Field Trips -After school programs and extracurricular activities utilizing ELOP funding -Culture heritage and community celebrations 	\$280,119	No
5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> -School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community -Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials -Review and update school safety plan annually (managed by SSC) 	\$496,982	No

6	Chronic absenteeism support	<p>Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically Disadvantaged students)</p> <ul style="list-style-type: none"> -All chronically absent students become focus students and are assigned a school support staff -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10% 	\$49,805	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$468,444	\$30,888

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
17.11%	0%	\$0	17.11%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being

provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2 Interventions	<p>Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p>	<p>Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>

<p>1.7 Teacher coaching and supervision</p>	<p>Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p>	<p>Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3 Social-emotional learning</p>	<p>Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5 English learner instruction	English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metric(s) to Monitor:</p> <ul style="list-style-type: none"> - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

For any limited 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, as applicable.

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

Hayward Collegiate Charter will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

DRAFT

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 2,738,266	\$ 468,444	17.107%	0.000%	17.107%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,409,946	\$ -	\$ -	\$ 5,300	\$ 3,415,246.00	\$ 2,433,117	\$ 982,129

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards-aligned personalized instruction	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 1,209,213	\$ 174,830	\$ 1,384,043	\$ -	\$ -	\$ -	\$ 1,384,043	0.000%
1	2	Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 474,835	\$ 31,639	\$ 506,474	\$ -	\$ -	\$ -	\$ 506,474	0.000%
1	3	Teacher hiring and credentialing	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ 12,056	\$ 12,056	\$ -	\$ -	\$ -	\$ 12,056	0.000%
1	4	Supports for students with disabilities	SWD	No	LEA-wide	N/A	N/A	Ongoing	\$ 318,567	\$ -	\$ 318,567	\$ -	\$ -	\$ -	\$ 318,567	0.000%
1	5	English learner instruction	ELL	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 37,500	\$ -	\$ 37,500	\$ -	\$ -	\$ -	\$ 37,500	0.000%
1	6	Professional development	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 194,353	\$ -	\$ 189,053	\$ -	\$ -	\$ 5,300	\$ 194,353	0.000%
1	7	Teacher coaching and supervision	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 30,188	\$ -	\$ 30,188	\$ -	\$ -	\$ -	\$ 30,188	0.000%
2	1	Family engagement in school policies and decision-making	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 11,541	\$ 27,000	\$ 38,541	\$ -	\$ -	\$ -	\$ 38,541	0.000%
2	2	Community engagement	All	No	LEA-wide	N/A	N/A	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	3	Social-emotional learning	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 59,074	\$ 7,544	\$ 66,618	\$ -	\$ -	\$ -	\$ 66,618	0.000%
2	4	Student activities	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 36,500	\$ 243,619	\$ 280,119	\$ -	\$ -	\$ -	\$ 280,119	0.000%
2	5	Facilities maintenance and health & safety	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 11,541	\$ 485,441	\$ 496,982	\$ -	\$ -	\$ -	\$ 496,982	0.000%
2	6	Chronic absenteeism support	All	No	LEA-wide	N/A	N/A	Ongoing	\$ 49,805	\$ -	\$ 49,805	\$ -	\$ -	\$ -	\$ 49,805	0.000%

2024-25 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
\$ 2,738,266	\$ 468,444	17.107%	0.000%	17.107%	\$ 640,780	0.000%	23.401%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

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	Standards-aligned personalized instruction	No	LEA-wide		N/A	\$ -	0.000%
1	2	Interventions	Yes	LEA-wide	All	All Schools	\$ 506,474	0.000%
1	3	Teacher hiring and credentialing	No	LEA-wide		N/A	\$ -	0.000%
1	4	Supports for students with disabilities	No	LEA-wide		N/A	\$ -	0.000%
1	5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$ 37,500	0.000%
1	6	Professional development	No	LEA-wide		N/A	\$ -	0.000%
1	7	Teacher coaching and supervision	Yes	LEA-wide	All	All Schools	\$ 30,188	0.000%
2	1	Family engagement in school policies and decision-making	No	LEA-wide		N/A	\$ -	0.000%
2	2	Community engagement	No	LEA-wide		N/A	\$ -	0.000%
2	3	Social-emotional learning	Yes	LEA-wide	All	All Schools	\$ 66,618	0.000%
2	4	Student activities	No	LEA-wide		N/A	\$ -	0.000%
2	5	Facilities maintenance and health & safety	No	LEA-wide		N/A	\$ -	0.000%
2	6	Chronic absenteeism support	No	LEA-wide		N/A	\$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,149,088.00	\$ 3,077,605.00

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)	Explanation for >10% variance	Actuals vs Planned
1	1	Build positive school culture	Yes	\$ 444,968	\$ 447,231		100.51%
1	2	Provide safe environment for all	No	\$ 333,198	\$ 316,613		95.02%
1	3	Provide basic services	Yes	\$ 360,918	\$ 360,918		100.00%
2	1	Teacher Credentialing	No	\$ 810,000	\$ 759,233		93.73%
2	2	Teacher development and subbing	Yes	\$ 121,292	\$ 144,427	Hired a TnT at a hire rate than what was budgeted	119.07%
2	3	Small group instructors	Yes	\$ 242,665	\$ 315,675	Added additional staff to help mitigate learning loss	130.09%
2	4	Professional development and common core materials	Yes	\$ -	\$ -		
2	5	Instructional Materials	No	\$ 98,476	\$ 49,253	Instructional Materials came in lower than what was budgeted	50.02%
2	6	PE	No	\$ 84,305	\$ 63,620	Position was unfilled for a portion of the year	75.46%
3	1	Coaching	No	\$ -	\$ -		
3	2	CMO Coaching	No	\$ -	\$ -		
4	1	Special Education	Yes	\$ 185,364	\$ 152,134	Vacant positions	82.07%
4	2	Psychological Services	Yes	\$ 16,106	\$ 17,832	The Psychologist received a small stipend for acting as the MTSS coordinator	110.72%
4	3	Summer School	Yes	\$ 29,000	\$ 31,200		107.59%
4	4	Food Services	Yes	\$ 167,973	\$ 223,317	Handed out meal kits for every break. Not budgeted for	132.95%
4	5	Student Services	Yes	\$ 117,414	\$ 76,501	vacant positions	65.15%
5	1	Instructional Technology	No	\$ 82,688	\$ 84,705		102.44%
5	2	Student Assessment	Yes	\$ -	\$ 315		
5	3	One to One devices	No	\$ 33,226	\$ 8,970	Student devices were able to withstand another year before refresh	27.00%
5	4	Technology refresh	No	\$ 11,094	\$ 15,867	1 unbudgeted staff member new hire technology	143.02%
5	5	Internet Connectivity	No	\$ 10,401	\$ 9,794		94.16%

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 409,005	\$ 1,334,039	\$ 1,415,374	\$ (81,335)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Build positive school culture	Yes	\$ 444,968	\$ 447,231.00	0.000%	0.000%
1	3	Provide basic services	Yes	\$ 360,918	\$ 360,918.00	0.000%	0.000%
2	2	Teacher development and subbing	Yes	\$ 121,292	\$ 144,427.00	0.000%	0.000%
2	3	Small group instructors	Yes	\$ 173,884	\$ 246,894.00	0.000%	0.000%
2	4	Professional development and common core materials	Yes	\$ -	\$ -	0.000%	
4	1	Special Education	Yes	\$ 83,544	\$ 50,314.00	0.000%	0.000%
4	2	Psychological Services	Yes	\$ 10,786	\$ 12,512.00	0.000%	0.000%
4	3	Summer School	Yes	\$ -	\$ -	0.000%	
4	4	Food Services	Yes	\$ 48,133	\$ 103,477.00	0.000%	0.000%
4	5	Student Services	Yes	\$ 90,514	\$ 49,601.00	0.000%	0.000%
5	2	Student Assessment	Yes	\$ -		0.000%	0.000%

2023-24 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)
\$ -	\$ 409,005	0.000%	0.000%	\$ 1,415,374	0.000%	0.000%	\$ -	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). o 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. o Indicate the school year to which the baseline data applies. o The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
 - o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**

- o 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)**

- o 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)**

- o 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
November 2023

Coversheet

2024-25 Budget

Section: V. Finance
Item: A. 2024-25 Budget
Purpose: Discuss
Submitted by:
Related Material: Proposed Budget 2024-25nru.pptx.pdf (06.17.24).pdf
NS 2024-25 Proposed Budget-06.13.24.pdf (06.17.24).pdf
NS 2024-25 Proposed Budget summary-6.13.24.pdf (06.17.24).pdf
NS 2024-25 Growth plan summary budget.pdf (06.17.24).pdf



2024-25 Proposed Budget

June 17, 2024, Board Meeting

Executive Summary

- ❖ 2023-24 was a year of transition and investment
- ❖ The 2024-25 budget includes conservative assumptions based on changes in the financial picture
- ❖ We have established a separate growth initiative to ensure existing schools receive ongoing focus
- ❖ Our Wildly Important Goal (WIG) for 2024-25 will be the success of Multilingual Learners
- ❖ At the same time, we will continue to make progress on goals established during 2023-24
- ❖ We have established a separate growth initiative to ensure existing schools receive ongoing focus
- ❖ Budget Overview Slides



2023-24 was a year of transition and investment

- Wildly Important School Site Goals for 2023-24: *Data-Driven Instruction, Intervention for All in Need, and Strong Student Culture.*
- Strategic financial investments:
 - Win approval of a Material Revision to expand Hayward Collegiate through 7th and 8th grade and to return to the originally approved enrollment at all grade levels
 - ✓ Reduce chronic absenteeism by hiring attendance counselors
 - ✓ Accelerate learning outcomes with particular emphasis on math
 - ✓ Deepen our full-inclusion special education professional development and processes
 - ✓ Continue our implementation of Valor and Second Step to increase SEL
 - ✓ Address compensation equity and competitiveness issues among hourly staff and directors
 - ✓ Establish a comprehensive safety strategy
 - ✓ Restructure family engagement
 - ✓ Increase media and communications reach
 - ✓ Increase grant and philanthropy revenue
 - ✓ Move facilities projects forward on time
 - ✓ Created a higher level of efficacy in the finance department, including reorganization of duties
 - ✓ Fully participate in peer-to-peer job alike resources from CSGF
 - ✓ Establish a baseline DEIA audit to inform our long-term strategy
 - ✓ Develop a more advanced data partnership to inform decisions at the school and classroom level



The 2024-25 budget includes conservative assumptions based on changes in the financial picture

- ESSER funding ends (\$1.6 million annual decrease in federal funding)
- Community Schools Planning grants replaced by Watsonville-specific CS grant
- No more RTAC funding for Navi Impact; \$200k in earned revenue
- State COLA of only 1.07%
- 3% COLA for 2024-25 for all employees
- Inflation impacts of 10% on benefits costs
- Reduce our projected ADA % from 96% to 94% because our 2023-24 ADA % came in lower than was projected in the 2023-24 budget even though we significantly decreased our chronic absenteeism rates
- Recover from 2022-23 FRL undercount
- \$750k in foundation grant revenue (50% higher than 2023-24)
- Invest in our co-founder's sabbatical



Our Wildly Important Goal (WIG) for 2024-25 will be the success of Multilingual Learners

WIG:

Achieve Blue on the MLL CA Dashboard by increasing the percent of Multilingual Learners growing a level or maintaining Level 4 on the ELPAC from __% to __%.

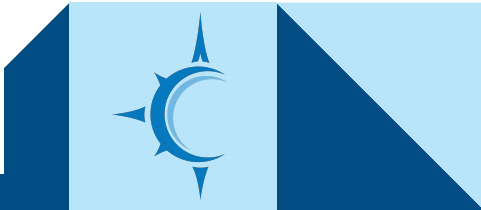
- GPS 39% to 55%
- HPS 44% to 55%
- WPS 53% to 63%
- HC 62% to 65%

English Learner Progress Indicator

Performance Level	Declined Significantly From Prior Year (by 10.1% p.p.ts or more)	Declined From Prior Year (by 2.0 p.p.ts to 10 p.p.ts)	Maintained From Prior Year (declined or increased by 1.9 p.p.ts or fewer)	Increased From Prior Year (by 2.0 p.p.ts to 9.9 p.p.ts)	Increased Significantly From Prior Year (by 10.0 p.p.ts or more)
Very High 85.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 66.0% to 84.9% in Current Year	Orange	Yellow	Green	Green	Blue HC 62%
Medium 46.0% to 64.9% in Current Year	Orange	Orange	Yellow WPS 53%	Green	Green
Low 30.0% to 44.9% in Current Year	Red GPS 39% HPS 44%	Orange	Orange	Yellow	Yellow
Very Low 34.9% or less than in Current Year	Red	Red	Red	Orange	Yellow

HC > 3%

GPS +16%
HPS +11%
WPS +10%



At the same time, we will continue to make progress on goals established during 2023-24

1. Reduce chronic absenteeism to pre-pandemic levels
2. Increase academic achievement to pre-pandemic levels
3. Pilot and select new ELA and science curricula
4. Increase the quality of ELO-P (afterschool) programs
5. Implement a DEIA strategy based on the DEIA Audit
6. Implement our academic data strategy
7. Identify and begin work on a new facility for HPS and expansion building for WPS
8. Increase family and community engagement to increase the % of historically disadvantaged students enrolled and build civic capacity
9. Develop and implement a philanthropy strategy
10. Grow the reach of our media efforts
11. Increase our impact through Navi Impact fee-for-service



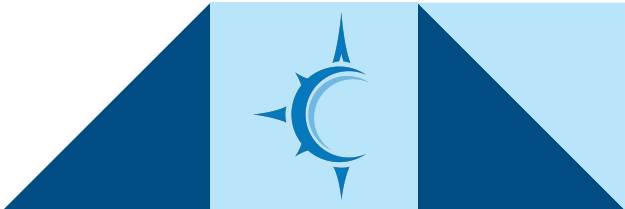
We have established a separate growth initiative to ensure existing schools receive ongoing focus

- Build out alumni articulation and support strategies for existing schools
- Win major growth grants from the US Department of Education and Foundations
- Develop strong community partnerships and support for new schools in nearby communities
- Win approval of two new TK-12 charters to open by 2026-27
- Identify and begin the development of facilities for the two new schools



Budget Overview: Projected Enrollment and ADA

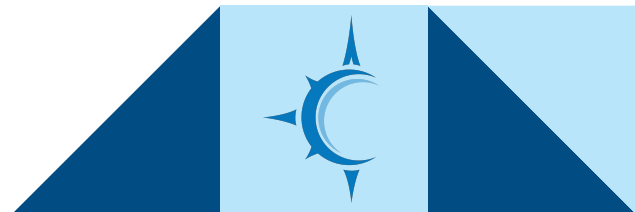
	Gilroy Prep			HollisterPrep			Watsonville Prep			Hayward Collegiate		
	Enrollment	ADA	ADA%	Enrollment	ADA	ADA%	Enrollment	ADA	ADA%	Enrollment	ADA	ADA%
2020-21	550	528	95%	546	532	94%						
2021-22	536	509	95%	538	506	94%	335	280	92%		133	
2022-23	551	498	93%	547	495	93%	419	350	92%	151	141	94%
2023-24	547	512	95%	543	507	95%	461	417	93%	212	185	95%
2024-25 (projected)	588	559	95%	540	513	95%	528	488	92%	264	252	95%



Navigator Schools
Statement of Activities
Proposed Budget
2024-25

Budget Overview: Consolidated

	Consolidated			Net \$ Change (2024-25 vs. 2023-24 Approved)
	2023-24 2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	
Enrollment	1741	1763	1920	179
ADA	1674	1622	1811	137
ADA %	96%	92%	94%	-2%
REVENUE:				
LCFF Revenue	\$ 21,115,186	\$ 20,513,484	\$ 23,514,681	\$ 2,399,495
Federal Revenue	2,810,272	2,810,272	2,031,621	(778,651)
Other State Revenue	4,309,919	4,832,631	6,947,634	2,637,715
Donations & Grants	567,000	756,633	542,000	(25,000)
Local Revenue	94,300	94,300	249,300	155,000
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Total Revenue	31,852,802	31,963,446	37,043,157	5,190,355
EXPENDITURES:				
Salaries	\$ 16,832,998	\$ 17,164,665	\$ 20,760,645	\$ 3,927,647
Benefits & Taxes	4,571,516	4,903,449	5,048,985	477,469
Books & Supplies	1,977,292	1,556,409	1,928,870	(48,422)
Services & Other Operating Expense	5,248,721	6,667,850	4,537,383	(711,338)
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Capital Outlay	345,734	111,234	830,114	484,380
Total Expenditures	31,932,387	33,359,733	36,863,918	4,931,531
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	\$ 258,824
GAAP Adjustments:				
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	
Add back Capital Outlay to Net income	345,734	111,234	830,114	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ 266,149	\$ (1,285,053)	\$ 1,009,353	
Beginning Net Asset Balance	11,352,638	11,456,932	10,171,879	
Net Income /(Loss)	266,149	(1,285,053)	1,009,353	
Ending Net Asset Balance	\$ 11,618,787	\$ 10,171,879	\$ 11,181,232	



Budget Overview: Gilroy Prep

	Gilroy Prep			Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	
Enrollment	540	547	588	48
ADA	524	512	559	35
ADA %	97%	95%	95%	-2%
REVENUE:				
LCFF Revenue	\$ 6,089,066	\$ 5,948,446	\$ 6,764,264	\$ 675,198
Federal Revenue	850,802	850,802	560,629	(290,173)
Other State Revenue	1,091,413	1,091,413	1,601,677	510,264
Donations & Grants	7,500	7,500	7,500	-
Local Revenue	20,000	20,000	20,000	-
CMO Management Fees	-	-	-	-
Total Revenue	8,058,781	7,918,161	8,954,070	895,289
EXPENDITURES:				
Salaries	\$ 4,244,656	\$ 4,454,570	\$ 5,131,815	\$ 887,159
Benefits & Taxes	1,204,412	1,253,373	1,367,950	163,538
Books & Supplies	514,244	490,575	494,354	(19,890)
Services & Other Operating Expense	1,223,339	1,289,876	563,857	(659,482)
CMO Management Fees	852,469	852,469	982,973	130,504
Capital Outlay	111,234	111,234	335,624	224,390
Total Expenditures	8,150,354	8,452,097	8,876,573	726,219
Revenue Less Expenditures	\$ (91,573)	\$ (533,936)	\$ 77,497	\$ 169,070
GAAP Adjustments:				
Revenue Less Expenditures	\$ (91,573)	\$ (533,936)	\$ 77,497	
Add back Capital Outlay to Net income	111,234	111,234	335,624	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ 19,661	\$ (422,702)	\$ 413,121	
Beginning Net Asset Balance	2,523,207	3,063,451	2,640,749	
Net Income /(Loss)	19,661	(422,702)	413,121	
Ending Net Asset Balance	\$ 2,542,868	\$ 2,640,749	\$ 3,053,870	

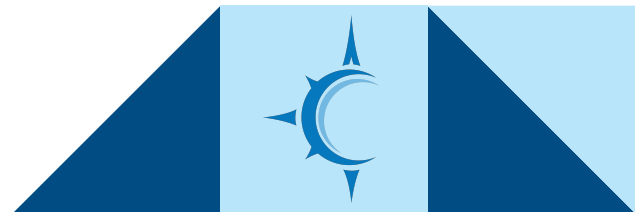


Proposed Budget

2024-25

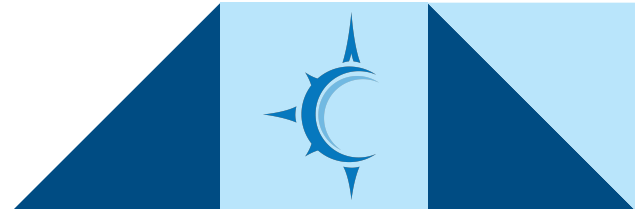
Budget Overview: Hayward Collegiate

	Hayward Collegiate			Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	
Enrollment	201	212	264	63
ADA	189	185	252	63
ADA %	94%	95%	95%	1%
REVENUE:				
LCFF Revenue	\$ 2,577,985	\$ 2,378,311	\$ 3,206,710	\$ 628,725
Federal Revenue	332,553	332,553	241,537	(91,016)
Other State Revenue	655,633	851,252	1,114,433	458,801
Donations & Grants	50,500	180,120	125,500	75,000
Local Revenue	2,000	2,000	2,000	-
CMO Management Fees		-	-	-
Total Revenue	3,618,671	3,744,236	4,690,180	1,071,509
EXPENDITURES:				
Salaries	\$ 2,030,826	\$ 1,998,416	\$ 2,385,420	\$ 354,594
Benefits & Taxes	427,571	552,475	613,218	185,647
Books & Supplies	444,517	332,620	566,790	122,273
Services & Other Operating Expense	544,047	683,953	438,932	(105,115)
CMO Management Fees	360,918	360,918	527,334	166,416
Capital Outlay	164,500	-	144,490	(20,010)
Total Expenditures	3,972,379	3,928,382	4,676,184	703,805
Revenue Less Expenditures	\$ (353,708)	\$ (184,146)	\$ 13,996	\$ 367,704
GAAP Adjustments:				
Revenue Less Expenditures	\$ (353,708)	\$ (184,146)	\$ 13,996	
Add back Capital Outlay to Net income	164,500	-	144,490	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ (189,208)	\$ (184,146)	\$ 158,486	
Beginning Net Asset Balance	2,009,910	1,487,913	1,303,767	
Net Income /(Loss)	(189,208)	(184,146)	158,486	
Ending Net Asset Balance	\$ 1,820,702	\$ 1,303,767	\$ 1,462,253	



Budget Overview: Hollister Prep

	Hollister Prep			
	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment	540	543	540	0
ADA	524	507	513	-11
ADA %	97%	95%	95%	-2%
REVENUE:				
LCFF Revenue	\$ 6,350,849	\$ 6,091,674	\$ 6,282,860	\$ (67,989)
Federal Revenue	669,006	669,006	480,118	(188,888)
Other State Revenue	1,091,705	1,091,705	1,420,032	328,327
Donations & Grants	7,500	7,500	7,500	-
Local Revenue	20,000	20,000	20,000	-
CMO Management Fees	-	-	-	-
Total Revenue	8,139,060	7,879,885	8,210,510	71,450
EXPENDITURES:				
Salaries	\$ 4,306,298	\$ 4,088,996	\$ 4,858,590	\$ 552,292
Benefits & Taxes	1,187,798	1,296,306	1,333,144	145,346
Books & Supplies	359,805	137,701	160,666	(199,139)
Services & Other Operating Expense	1,318,437	1,268,707	815,214	(503,223)
CMO Management Fees	889,119	889,119	1,018,731	129,612
Capital Outlay	45,000	-	-	(45,000)
Total Expenditures	8,106,458	7,680,829	8,186,345	79,887
Revenue Less Expenditures	\$ 32,603	\$ 199,057	\$ 24,165	\$ (8,438)
GAAP Adjustments:				
Revenue Less Expenditures	\$ 32,603	\$ 199,057	\$ 24,165	
Add back Capital Outlay to Net income	45,000	-	-	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ 77,603	\$ 199,057	\$ 24,165	
Beginning Net Asset Balance	2,612,729	2,949,630	3,148,687	
Net Income /(Loss)	77,603	199,057	24,165	
Ending Net Asset Balance	\$ 2,690,332	\$ 3,148,687	\$ 3,172,852	



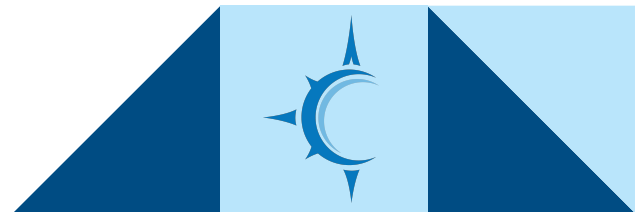
Budget Overview: Watsonville Prep

	Watsonville Prep			Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	
Enrollment	460	461	528	68
ADA	437	417	488	51
ADA %	95%	93%	92%	-3%
REVENUE:				
LCFF Revenue	\$ 6,097,286	\$ 6,095,053	\$ 7,260,847	\$ 1,163,561
Federal Revenue	957,910	957,910	749,337	(208,573)
Other State Revenue	1,471,168	1,798,261	2,811,492	1,340,324
Donations & Grants	1,500	1,500	1,500	-
Local Revenue	7,300	7,300	7,300	-
CMO Management Fees	-	-	-	-
Total Revenue	8,535,164	8,860,024	10,830,476	2,295,312
EXPENDITURES:				
Salaries	\$ 3,628,039	\$ 3,745,228	\$ 5,170,394	\$ 1,542,355
Benefits & Taxes	1,032,457	1,101,382	1,402,863	370,406
Books & Supplies	612,576	494,554	643,171	30,595
Services & Other Operating Expense	1,676,556	1,897,443	1,995,224	318,668
CMO Management Fees	853,620	853,620	1,228,883	375,263
Capital Outlay	25,000	-	350,000	325,000
Total Expenditures	7,828,248	8,092,227	10,790,535	2,962,287
Revenue Less Expenditures	\$ 706,916	\$ 767,797	\$ 39,941	\$ (666,975)
GAAP Adjustments:				
Revenue Less Expenditures	\$ 706,916	\$ 767,797	\$ 39,941	
Add back Capital Outlay to Net income	25,000	-	350,000	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ 731,916	\$ 767,797	\$ 389,941	
Beginning Net Asset Balance	1,694,212	1,194,682	1,962,479	
Net Income /(Loss)	731,916	767,797	389,941	
Ending Net Asset Balance	\$ 2,426,128	\$ 1,962,479	\$ 2,352,420	



Budget Overview: Support Office

	CMO			Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
	2023-24 Board Approved Budget	2023-24 Projected Actuals	2024-25 Proposed Budget	
Enrollment				
ADA				
ADA %				
REVENUE:				
LCFF Revenue	\$ -	\$ -	\$ -	\$ -
Federal Revenue	-	-	-	-
Other State Revenue	-	-	-	-
Donations & Grants	500,000	560,013	400,000	(100,000)
Local Revenue	45,000	45,000	200,000	155,000
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Total Revenue	3,501,126	3,561,139	4,357,921	856,795
EXPENDITURES:				
Salaries	\$ 2,623,179	\$ 2,877,455	\$ 3,214,426	\$ 591,247
Benefits & Taxes	719,278	699,913	331,810	(387,468)
Books & Supplies	46,150	100,959	63,889	17,739
Services & Other Operating Expense	486,342	1,527,871	724,156	237,814
CMO Management Fees	-	-	-	-
Capital Outlay	-	-	-	-
Total Expenditures	3,874,949	5,206,198	4,334,281	459,332
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640	\$ 397,463
GAAP Adjustments:				
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640	
Add back Capital Outlay to Net income	-	-	-	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ (373,823)	\$ (1,645,059)	\$ 23,640	
Beginning Net Asset Balance	2,512,580	2,761,256	1,116,197	
Net Income /(Loss)	(373,823)	(1,645,059)	23,640	
Ending Net Asset Balance	\$ 2,138,757	\$ 1,116,197	\$ 1,139,837	



Navigator Schools
Statement of Activities
Proposed Budget - Summary
2024-25

Budget Overview: Board Designated Reserve for Growth Initiative

Consolidated

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Total Revenue	31,852,802	31,963,446	37,043,157	5,190,355
Total Expenditures	31,932,387	33,359,733	36,863,918	4,931,531
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	\$ 258,824

Net Assets

GAAP Adjustments:

Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239
Add back Capital Outlay to Net income	345,734	111,234	830,114
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 266,149	\$ (1,285,053)	\$ 1,009,353

Beginning Net Asset Balance	11,352,638	11,456,932	10,171,879
Net Income /(Loss)	266,149	(1,285,053)	1,009,353
Ending Net Asset Balance	\$ 11,618,787	\$ 10,171,879	\$ 11,181,232

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)	9,215,980
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)	30%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning	(589,027)
% of Net Assets to be used for growth strategy planning	-5.27%
*2024-25 Proposed Ending Fund Balance	\$ 10,592,205
*2024-25 Proposed Net Asset Balance after 2024-25 growth expenses	



**Proposed Growth Initiative Budget
2024-25**

Budget Overview: Growth Initiative

Year -1 / Year 0

2024-25

Proposed Budget *funded
with CMO reserve balance

REVENUE:

Donations & Grants	\$	350,000
Total Revenue		350,000

EXPENDITURES:

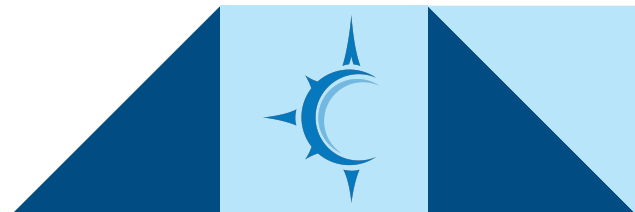
Salaries & Wages	\$	574,672
Benefits & Taxes		93,355
Professional Fees		
Growth strategy planning and grant writing		80,000
Growth community engagement		104,000
Legal counsel for new school charter development		45,000
Growth political strategy for new school communities		42,000
Total Expenditures		939,027

Revenue Less Expenditures	\$	(589,027)
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Board Designated Net Assets

*Board Designated Reserve for 2024-25 growth initiative	\$	589,027
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*Includes investment in co-founder's sabbatical



Budget Overview: Summation

Consolidated

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Total Revenue	31,852,802	31,963,446	37,043,157	5,190,355
Total Expenditures	31,932,387	33,359,733	36,863,918	4,931,531
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	\$ 258,824

Net Assets

GAAP Adjustments:

Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239
Add back Capital Outlay to Net income	345,734	111,234	830,114
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 266,149	\$ (1,285,053)	\$ 1,009,353

Beginning Net Asset Balance	11,352,638	11,456,932	10,171,879
Net Income /(Loss)	266,149	(1,285,053)	1,009,353
Ending Net Asset Balance	\$ 11,618,787	\$ 10,171,879	\$ 11,181,232

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)	9,215,980
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)	30%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning	(589,027)
% of Net Assets to be used for growth strategy planning	-5.27%
*2024-25 Proposed Ending Fund Balance	\$ 10,592,205
*2024-25 Proposed Net Asset Balance after 2024-25 growth expenses	Powered by BoardOnTrack





**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

	Consolidated			Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	
Enrollment	1741	1763	1920	179
ADA	1674	1622	1811	137
ADA %	96%	92%	94%	-2%

REVENUE:

LCFF Revenue	\$ 21,115,186	\$ 20,513,484	\$ 23,514,681	\$ 2,399,495
Federal Revenue	2,810,272	2,810,272	2,031,621	(778,651)
Other State Revenue	4,309,919	4,832,631	6,947,634	2,637,715
Donations & Grants	567,000	756,633	542,000	(25,000)
Local Revenue	94,300	94,300	249,300	155,000
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Total Revenue	31,852,802	31,963,446	37,043,157	5,190,355

EXPENDITURES:

Salaries	\$ 16,832,998	\$ 17,164,665	\$ 20,760,645	\$ 3,927,647
Benefits & Taxes	4,571,516	4,903,449	5,048,985	477,469
Books & Supplies	1,977,292	1,556,409	1,928,870	(48,422)
Services & Other Operating Expense	5,248,721	6,667,850	4,537,383	(711,338)
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Capital Outlay	345,734	111,234	830,114	484,380
Total Expenditures	31,932,387	33,359,733	36,863,918	4,931,531

Revenue Less Expenditures

\$ (79,585)	\$ (1,396,287)	\$ 179,239	\$ 258,824
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GAAP Adjustments:

Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239
Add back Capital Outlay to Net income	345,734	111,234	830,114
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 266,149	\$ (1,285,053)	\$ 1,009,353

Beginning Net Asset Balance	11,352,638	11,456,932	10,171,879
Net Income /(Loss)	266,149	(1,285,053)	1,009,353
Ending Net Asset Balance	\$ 11,618,787	\$ 10,171,879	\$ 11,181,232

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)	9,215,980
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)	30%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning	(589,011)
% of Net Assets to be used for growth strategy planning	-5.27%
*2024-25 Proposed Ending Fund Balance	\$ 10,592,221
*2024-25 Proposed Net Asset Balance after 2024-25 growth expenses	29%

**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

Gilroy Prep

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment	540	547	588	48
ADA	524	512	559	35
ADA %	97%	95%	95%	-2%

REVENUE:

LCFF Revenue	\$ 6,089,066	\$ 5,948,446	\$ 6,764,264	\$ 675,198
Federal Revenue	850,802	850,802	560,629	(290,173)
Other State Revenue	1,091,413	1,091,413	1,601,677	510,264
Donations & Grants	7,500	7,500	7,500	-
Local Revenue	20,000	20,000	20,000	-
CMO Management Fees	-	-	-	-
Total Revenue	8,058,781	7,918,161	8,954,070	895,289

EXPENDITURES:

Salaries	\$ 4,244,656	\$ 4,454,570	\$ 5,131,815	\$ 887,159
Benefits & Taxes	1,204,412	1,253,373	1,367,950	163,538
Books & Supplies	514,244	490,575	494,354	(19,890)
Services & Other Operating Expense	1,223,339	1,289,876	563,857	(659,482)
CMO Management Fees	852,469	852,469	982,973	130,504
Capital Outlay	111,234	111,234	335,624	224,390
Total Expenditures	8,150,354	8,452,097	8,876,573	726,219

Revenue Less Expenditures

\$ (91,573)	\$ (533,936)	\$ 77,497	\$ 169,070
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GAAP Adjustments:

Revenue Less Expenditures	\$ (91,573)	\$ (533,936)	\$ 77,497
Add back Capital Outlay to Net income	111,234	111,234	335,624
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 19,661	\$ (422,702)	\$ 413,121

Beginning Net Asset Balance	2,523,207	3,063,451	2,640,749
Net Income /(Loss)	19,661	(422,702)	413,121
Ending Net Asset Balance	\$ 2,542,868	\$ 2,640,749	\$ 3,053,870

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)		2,219,143
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)		34%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning		-
% of Net Assets to be used for growth strategy planning		
*2024-25 Proposed Ending Fund Balance		\$ 3,053,870
*2024-25 Proposed Net Asset Balance after 2024-25 growth e		

**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

Hollister Prep

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment	540	543	540	0
ADA	524	507	513	-11
ADA %	97%	95%	95%	-2%
REVENUE:				
LCFF Revenue	\$ 6,350,849	\$ 6,091,674	\$ 6,282,860	\$ (67,989)
Federal Revenue	669,006	669,006	480,118	(188,888)
Other State Revenue	1,091,705	1,091,705	1,420,032	328,327
Donations & Grants	7,500	7,500	7,500	-
Local Revenue	20,000	20,000	20,000	-
CMO Management Fees			-	-
Total Revenue	8,139,060	7,879,885	8,210,510	71,450
EXPENDITURES:				
Salaries	\$ 4,306,298	\$ 4,088,996	\$ 4,858,590	\$ 552,292
Benefits & Taxes	1,187,798	1,296,306	1,333,144	145,346
Books & Supplies	359,805	137,701	160,666	(199,139)
Services & Other Operating Expense	1,318,437	1,268,707	815,214	(503,223)
CMO Management Fees	889,119	889,119	1,018,731	129,612
Capital Outlay	45,000	-	-	(45,000)
Total Expenditures	8,106,458	7,680,829	8,186,345	79,887
Revenue Less Expenditures	\$ 32,603	\$ 199,057	\$ 24,165	\$ (8,438)

GAAP Adjustments:

Revenue Less Expenditures	\$ 32,603	\$ 199,057	\$ 24,165
Add back Capital Outlay to Net income	45,000	-	-
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 77,603	\$ 199,057	\$ 24,165

Beginning Net Asset Balance	2,612,729	2,949,630	3,148,687
Net Income /(Loss)	77,603	199,057	24,165
Ending Net Asset Balance	\$ 2,690,332	\$ 3,148,687	\$ 3,172,852

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)			2,046,586
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)			39%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning			-
% of Net Assets to be used for growth strategy planning			
*2024-25 Proposed Ending Fund Balance			\$ 3,172,852
*2024-25 Proposed Net Asset Balance after 2024-25 growth e			

**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

Watsonville Prep

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment	460	461	528	68
ADA	437	417	488	51
ADA %	95%	93%	92%	-3%

REVENUE:

LCFF Revenue	\$ 6,097,286	\$ 6,095,053	\$ 7,260,847	\$ 1,163,561
Federal Revenue	957,910	957,910	749,337	(208,573)
Other State Revenue	1,471,168	1,798,261	2,811,492	1,340,324
Donations & Grants	1,500	1,500	1,500	-
Local Revenue	7,300	7,300	7,300	-
CMO Management Fees		-	-	-
Total Revenue	8,535,164	8,860,024	10,830,476	2,295,312

EXPENDITURES:

Salaries	\$ 3,628,039	\$ 3,745,228	\$ 5,170,394	\$ 1,542,355
Benefits & Taxes	1,032,457	1,101,382	1,402,863	370,406
Books & Supplies	612,576	494,554	643,171	30,595
Services & Other Operating Expense	1,676,556	1,897,443	1,995,224	318,668
CMO Management Fees	853,620	853,620	1,228,883	375,263
Capital Outlay	25,000	-	350,000	325,000
Total Expenditures	7,828,248	8,092,227	10,790,535	2,962,287

Revenue Less Expenditures

\$ 706,916	\$ 767,797	\$ 39,941	\$ (666,975)
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GAAP Adjustments:

Revenue Less Expenditures	\$ 706,916	\$ 767,797	\$ 39,941
Add back Capital Outlay to Net income	25,000	-	350,000
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ 731,916	\$ 767,797	\$ 389,941

Beginning Net Asset Balance	1,694,212	1,194,682	1,962,479
Net Income /(Loss)	731,916	767,797	389,941
Ending Net Asset Balance	\$ 2,426,128	\$ 1,962,479	\$ 2,352,420

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)	2,697,634
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)	22%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning	-
% of Net Assets to be used for growth strategy planning	
*2024-25 Proposed Ending Fund Balance	\$ 2,352,420
*2024-25 Proposed Net Asset Balance after 2024-25 growth e	

**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

Hayward Collegiate

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment	201	212	264	63
ADA	189	185	252	63
ADA %	94%	95%	95%	1%

REVENUE:

LCFF Revenue	\$ 2,577,985	\$ 2,378,311	\$ 3,206,710	\$ 628,725
Federal Revenue	332,553	332,553	241,537	(91,016)
Other State Revenue	655,633	851,252	1,114,433	458,801
Donations & Grants	50,500	180,120	125,500	75,000
Local Revenue	2,000	2,000	2,000	-
CMO Management Fees		-	-	-
Total Revenue	3,618,671	3,744,236	4,690,180	1,071,509

EXPENDITURES:

Salaries	\$ 2,030,826	\$ 1,998,416	\$ 2,385,420	\$ 354,594
Benefits & Taxes	427,571	552,475	613,218	185,647
Books & Supplies	444,517	332,620	566,790	122,273
Services & Other Operating Expense	544,047	683,953	438,932	(105,115)
CMO Management Fees	360,918	360,918	527,334	166,416
Capital Outlay	164,500	-	144,490	(20,010)
Total Expenditures	3,972,379	3,928,382	4,676,184	703,805

Revenue Less Expenditures

\$ (353,708)	\$ (184,146)	\$ 13,996	\$ 367,704
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GAAP Adjustments:

Revenue Less Expenditures	\$ (353,708)	\$ (184,146)	\$ 13,996
Add back Capital Outlay to Net income	164,500	-	144,490
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	\$ (189,208)	\$ (184,146)	\$ 158,486

Beginning Net Asset Balance	2,009,910	1,487,913	1,303,767
Net Income /(Loss)	(189,208)	(184,146)	158,486
Ending Net Asset Balance	\$ 1,820,702	\$ 1,303,767	\$ 1,462,253

Net Asset Target (25% of 2024-25 Proposed Budget Expenses)	1,169,046
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)	31%

Board Designated Net Assets

*Board Designated Reserve for growth strategy planning	-
% of Net Assets to be used for growth strategy planning	
*2024-25 Proposed Ending Fund Balance	\$ 1,462,253
*2024-25 Proposed Net Asset Balance after 2024-25 growth e	

**Navigator Schools
Statement of Activities
Proposed Budget
2024-25**

CMO

	2023-24 Board Approved Budget	2023-24 Projected Actuals	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Enrollment				
ADA				
ADA %				
REVENUE:				
LCFF Revenue	\$ -	\$ -	\$ -	\$ -
Federal Revenue	-	-	-	-
Other State Revenue	-	-	-	-
Donations & Grants	500,000	560,013	400,000	(100,000)
Local Revenue	45,000	45,000	200,000	155,000
CMO Management Fees	2,956,126	2,956,126	3,757,921	801,795
Total Revenue	3,501,126	3,561,139	4,357,921	856,795
EXPENDITURES:				
Salaries	\$ 2,623,179	\$ 2,877,455	\$ 3,214,426	\$ 591,247
Benefits & Taxes	719,278	699,913	331,810	(387,468)
Books & Supplies	46,150	100,959	63,889	17,739
Services & Other Operating Expense	486,342	1,527,871	724,156	237,814
CMO Management Fees	-	-	-	-
Capital Outlay	-	-	-	-
Total Expenditures	3,874,949	5,206,198	4,334,281	459,332
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640	\$ 397,463
<u>GAAP Adjustments:</u>				
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640	
Add back Capital Outlay to Net income	-	-	-	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	\$ (373,823)	\$ (1,645,059)	\$ 23,640	
Beginning Net Asset Balance	2,512,580	2,761,256	1,116,197	
Net Income /(Loss)	(373,823)	(1,645,059)	23,640	
Ending Net Asset Balance	\$ 2,138,757	\$ 1,116,197	\$ 1,139,837	
Net Asset Target (25% of 2024-25 Proposed Budget Expenses)			1,083,570	
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)			26%	
<u>Board Designated Net Assets</u>				
*Board Designated Reserve for growth strategy planning			(589,011)	
% of Net Assets to be used for growth strategy planning				
*2024-25 Proposed Ending Fund Balance			\$ 550,826	
*2024-25 Proposed Net Asset Balance after 2024-25 growth e				

**Navigator Schools
Statement of Activities
Proposed Budget - Summary
2024-25**

Consolidated

	2023-24 Board Approved Budget	2023-24 Projected Actuals (Enrollment data is based on P2 reports)	2024-25 Proposed Budget	Net \$ Change (2024-25 Proposed Budget vs. 2023-24 Approved)
Total Revenue	31,852,802	31,963,446	37,043,157	5,190,355
Total Expenditures	31,932,387	33,359,733	36,863,918	4,931,531
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	\$ 258,824
Net Assets				
<u>GAAP Adjustments:</u>				
Revenue Less Expenditures	\$ (79,585)	\$ (1,396,287)	\$ 179,239	
Add back Capital Outlay to Net income	345,734	111,234	830,114	
Subtract Depreciation Expense	-	-	-	
Net Income /(Loss)	<u>\$ 266,149</u>	<u>\$ (1,285,053)</u>	<u>\$ 1,009,353</u>	
Beginning Net Asset Balance	11,352,638	11,456,932	10,171,879	
Net Income /(Loss)	266,149	(1,285,053)	1,009,353	
Ending Net Asset Balance	<u>\$ 11,618,787</u>	<u>\$ 10,171,879</u>	<u>\$ 11,181,232</u>	
Net Asset Target (25% of 2024-25 Proposed Budget Expenses)			9,215,980	
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)				30%
<u>Board Designated Net Assets</u>				
*Board Designated Reserve for growth strategy planning			(589,027)	
% of Net Assets to be used for growth strategy planning				-5.27%
*2024-25 Proposed Ending Fund Balance			<u>\$ 10,592,205</u>	
*2024-25 Proposed Net Asset Balance after 2024-25 growth expenses				29%

Navigator Schools
Statement of Activities
Proposed Budget - Summary
2024-25

CMO

	2023-24 Board Approved Budget	2023-24 Projected Actuals	2024-25 Proposed Budget
Total Revenue	3,501,126	3,561,139	4,357,921
Total Expenditures	3,874,949	5,206,198	4,334,281
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640
Net Assets			
<u>GAAP Adjustments:</u>			
Revenue Less Expenditures	\$ (373,823)	\$ (1,645,059)	\$ 23,640
Add back Capital Outlay to Net income	-	-	-
Subtract Depreciation Expense	-	-	-
Net Income /(Loss)	<u>\$ (373,823)</u>	<u>\$ (1,645,059)</u>	<u>\$ 23,640</u>
Beginning Net Asset Balance	2,512,580	2,761,256	1,116,197
Net Income /(Loss)	(373,823)	(1,645,059)	23,640
Ending Net Asset Balance	<u>\$ 2,138,757</u>	<u>\$ 1,116,197</u>	<u>\$ 1,139,837</u>
Net Asset Target (25% of 2024-25 Proposed Budget Expenses			1,083,570
Net Asset Balance before adjustment (% of 2024-25 Proposed Budget Expenses)			26%
<u>Board Designated Net Assets</u>			
*Board Designated Reserve for growth strategy planning % of Net Assets to be used for growth strategy planning			(589,027)
*2024-25 Proposed Ending Fund Balance			<u>\$ 550,810</u>
*2024-25 Proposed Net Asset Balance after 2024-25 growth e			

**Navigator Schools
Proposed Growth Initiative Budget
2024-25**

Year -1 / Year 0

2024-25
Proposed Budget *funded
with CMO reserve balance

REVENUE:

Donations & Grants	\$ 350,000
Total Revenue	<u>350,000</u>

EXPENDITURES:

Salaries & Wages	\$ 574,672
Benefits & Taxes	93,355
Professional Fees	
Growth strategy planning and grant writing	80,000
Growth community engagement	104,000
Legal counsel for new school charter development	45,000
Growth political strategy for new school communities	42,000
Total Expenditures	<u>939,027</u>

Revenue Less Expenditures	<u><u>\$ (589,027)</u></u>
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Board Designated Net Assets

*Board Designated Reserve for 2024-25 growth initiative	\$ 589,027
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*Includes investment in co-founder's sabbatical

Coversheet

2024-25 Enrollment Update

Section: VI. Topical
Item: A. 2024-25 Enrollment Update
Purpose: FYI
Submitted by:
Related Material: Enrollment and Demand (1).pdf



Date: June 10, 2024
 To: Board of Directors
 From: Kirsten Carr
 Subject: Enrollment, lottery, and waitlist

Enrollment and Demand:

As directed by each individual charter, Navigator Schools runs a lottery every April to enroll students for the upcoming school year. Each charter has outlined a different priority list for enrollment, but each lottery is run by Schoolmint to ensure anonymity and fairness.

Outreach efforts were focused on reaching the desired student population (high numbers of students who receive free and reduced lunch support, multilanguage learners, neighborhood schools, etc...) in each community. Efforts were made by recruiting at:

- Local grocery stores (Cardenas, Arteagas, Supermercado)
- Farmers Markets
- HeadStarts
- Community food banks
- County & state preschools
- Church services
- Social media Facebook boosts

Below are snapshots of the enrollment numbers for 2024, broken down by site as of June 8.

Gilroy Prep School

Grade	Current Enrollment	Enrollment Cap	Total lottery numbers	Withdrawn/ Canceled	Declined	Waitlist
TK	47	48	59	3	9	0
K	58	60	140	9	5	69
1	59	60	60	2	0	58
2	59	60	33	1	0	32
3	59	60	47	1	0	46
4	60	60	37	0	0	37
5	59	60	39	5	0	34
6	56	60	46	3	0	43
7	60	60	14	3	0	11
8	60	60	5	0	0	5
Total	567	588	480	27	14	335

Hayward Collegiate

Grade	Current Enrollment	Enrollment Cap	Total lottery numbers	Withdrawn /Canceled	Declined	Waitlist
TK	21	24	33	0	8	4
K	29	30	49	6	11	15
1	30	30	13	0	0	12
2	29	30	16	2	0	12
3	30	30	13	2	0	9
4	28	30	10	3	0	5
5	53	60	7	1	2	2
6	25	30	3	2	0	0
Total	245	234	144	16	21	59

Hollister Prep School

Grade	Current Enrollment	Enrollment Cap	Total lottery numbers	Withdrawn/ Canceled	Declined	Waitlist
K	55	60	92	8	26	0
1	60	60	23	2	0	21
2	60	60	30	1	0	29
3	59	60	22	0	0	22
4	60	60	23	0	0	23
5	59	60	19	2	0	17
6	59	60	14	1	0	13
7	59	60	15	1	0	14
8	59	60	9	0	0	9
Total	530	540	247	15	26	148

Watsonville Prep School

Grade	Current Enrollment	Enrollment Cap	Total lottery numbers	Withdrawn /Canceled	Declined	Waitlist
TK	29	48	45	7	7	0
K	57	60	69	7	4	41
1	60	60	18	1	0	16
2	59	60	7	1	0	6
3	60	60	15	2	0	13
4	58	60	8	0	0	6
5	60	60	13	0	0	12
6	50	60	15	0	0	15
7	57	60	3	0	0	0
Total	500	528	193	18	11	109

When a student leaves a school, or the family declines a spot, they are asked why. Answers have included moving out of the area, sibling didn't get in and it is inconvenient to travel to two schools, need to get into a good middle or high school (HC & WPS) or needing outdoor play space (WPS).

Office staff at each school site are enrolling students and have been and will continue to enroll students to reach capacity. The engagement team is working closely with school sites to ensure there are students on the waitlist and is recruiting via social media, Farmers Markets, church visits, and other community activities.

Coversheet

Resolution: Re-Election of Board Members (BR_2024-12)

Section: VI. Topical
Item: B. Resolution: Re-Election of Board Members (BR_2024-12)
Purpose: Vote
Submitted by:
Related Material: Resolution - Re-Election of Board Members_BR 2024-12 (06.17.24).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2024-12)**

RE-ELECTION OF IAN CONNELL, JAIME QUIROGA, CLAIRE GRISSOM,
AND JP ANDERSON TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the re-election of Ian Connell, Jaime Quiroga, Claire Grissom, and JP Anderson to the Navigator Schools Board of Directors:

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 the communities-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy; and

WHEREAS, each director shall hold office for two (2) years and until a successor director has been designated and qualified, for a total of three (3) terms of service.

NOW THEREFORE, it is:

RESOLVED, the Navigator Schools Board of Directors approves the re-election of Ian Connell for a third term, beginning July 1, 2024 and ending on June 30, 2026;

RESOLVED, the Navigator Schools Board of Directors approves the re-election of Jaime Quiroga for a second term, beginning July 1, 2024 and ending on June 30, 2026;

RESOLVED, the Navigator Schools Board of Directors approves the re-election of Claire Grissom (HPS parent seat) for a second term, beginning July 1, 2024 and ending on June 30, 2026; and

RESOLVED, the Navigator Schools Board of Directors approves the re-election of JP Anderson for a second term, beginning July 1, 2024 and ending on June 30, 2026.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 17, 2024, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Tomislav Peraic,
General Counsel and Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Coversheet

Resolution: Election of New Board Members (BR_2024-13)

Section: VI. Topical
Item: C. Resolution: Election of New Board Members (BR_2024-13)
Purpose: Vote
Submitted by:
Related Material: Nora Crivello Board Bio (06.17.24).pdf
Nora Crivello Board CV (06.17.24).pdf
Resolution - Election of New Board Member_BR 2024-13 (06.17.24).pdf



NORA CRIVELLO

BOARD CANDIDATE

[linkedin.com/in/noracrivello/](https://www.linkedin.com/in/noracrivello/)

831.869.9228

nora.crivello@gmail.com

SENIOR MANAGEMENT ROLES

- CEO, President
- Site Vice President
- Vice Chairman
- Nonprofit Board

INDUSTRIES SERVED

- Testing, Cert. & Inspection
- Medical Device/Pharma
- Education Board

BOARD EXPERIENCE

- President, Westpak Inc.
Board of Directors
- Vice Chair and Secretary,
Navigator Schools Board of
Directors, Finance and Comp
Committees
- Vice Chair, ISTA Global
Board of Directors
- Independent Director,
Proximity Institute

HIGHLIGHTED SKILLS

- Strategic planning and
execution
- Mergers & acquisition
- Financial analysis
- ESG | Sustainability
- Employee Ownership
- Cultural Transformation

EDUCATION

- MBA, Pepperdine University
- BS, California Lutheran
University

Nora Crivello is a seasoned CEO and Board Member leading privately held companies through transformative chapters with expertise in ESG. Her focus on strategic vision and growth, coupled with her hands-on, tactical experience is well suited to support small to mid-cap, privately held companies. She has board experience supporting for profit, non-profit and global-industry organizations.

As the CEO of an employee-owned company, Nora is a certified ESOP fiduciary, and experienced at ESOP governance. She led the company to increase enterprise value by 85% in four years, expanding the customer base from a national to global audience.

While under her leadership, the company underwent a digital, and subsequent cultural transformation, moving from paper-based to fully digital ERP. Sustainability efforts included support for customers as well as implementation of ISO 14001 environmental certification, positioning Nora as a leader in the field of sustainable packaging transformation for various industries.

Her nonprofit Board work has focused on the education sector as well as global industry councils. Her work on the ISTA Global Board saw the expansion to operations in China, as well as record membership and engagement. While on the Navigator Board, the school raised funds to build a third school, followed by a strategic acquisition of a fourth school. This purpose-driven organization provides top tier free education to 4,000 low-income students.

As an energetic and high performing leader, Nora was awarded the George Award from Pepperdine's Graziadio School of Business. She uses this energy to inspire organizations to evolve into new chapters of growth, while being purposeful in their environmental and social impacts.

Nora resides outside California's Bay Area with her husband and teenagers. Together, they enjoy exploring National Parks, and raising puppies for Guide Dog for the Blind.



NORA CRIVELLO

Strategic governance through transformative chapters

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nora.crivello@gmail.com

Nora Crivello is a seasoned CEO and experienced Board Member, guiding privately held companies through digital and cultural transformations with expertise in ESG. In her work in the Testing, Certification and Inspection (TIC) space, she has worked across multiple industries and size companies. Her focus on strategic execution and growth, coupled with her hands-on, tactical experience gives her valuable insight to ask the right questions, supporting the Board's mission of corporate governance and oversight.

BOARD LEADERSHIP HIGHLIGHTS

- **Private Company Experience:**
 - Board of Directors for WESTPAK, INC., employee-owned independent testing laboratory with multiple locations in California.
- **Non-Profit Board Experience:**
 - Board of Directors for Navigator Schools, a Charter School Organization running four schools focused on bringing high quality education to low-income communities.
 - Board of Directors for ISTA, a global industry nonprofit that aims to optimize packaging and reduce damage.
 - Board of Directors for Proximity Institute, a consortium of Bay Area startups.
- **Committee & Officer Experience:**
 - Vice Chair, ISTA Global Board of Directors
 - President and Audit committee, Westpak Board of Directors
 - Vice Chair and Secretary, Finance and Audit Committee, Compensation Committee, Navigator Schools Board of Directors
- **Advisory Board Experience:**
 - Navigator Schools, CEO Search Committee, Independent Investigation Task Force (ad-hoc), capital campaign and subsequent build out of third school, acquisition of fourth school.
- **Thought Leadership:**
 - Evolution to sustainable packaging for multiple industries, including medical device and pharmaceuticals.
 - Digital transformation of organizations.

PROFESSIONAL EXPERIENCE

President & Chief Executive Officer, WESTPAK, Inc.

2018-2023

Independent testing laboratory conducting product and package validation across industries.

Responsible for all company operations in addition to strategic planning and execution. Lead company of 85 employees at three locations to through growth initiatives and cultural reset.

- Lead company to 85% increase in enterprise value over four years.
- Increased employee-owned shareholder value by 62%.
- Oversaw digital transformation of company from paper based to full Salesforce ERP.

Vice President & Site General Manager, WESTPAK, Inc. 2013-2018

Responsible for site operations, customer experience, quality control and facility. \$10M P&L responsibility representing majority of the company. Supported ownership transition from founder/owner to employee ownership (ESOP) and subsequent administration thereof.

- Redesign of scheduling system leading to an efficiency increase of 41%.
- Responsible for 70% of company revenue.
- Member of Corporate Leadership team, setting strategic direction for company.

Quality Manager, WESTPAK, Inc. 2008-2013

- Matured an ISO 9001 certification from infancy into maturity, adopted by all departments.
- Implemented ISO 17025 accreditation for Calibration and Technical excellence.
- Implemented ISO 14001 certification for Environmental management.

Test Engineer I-III, WESTPAK, Inc. 2001-2008

- Conducted package and product testing on various industry products
- Supported the opening of a greenfield lab, doubling capacity and regional footprint.

Education

-
- MBA, Pepperdine Graziadio School of Business – Summa cum laude
 - BS, California Lutheran University – Magna cum laude

Awards and Certifications

-
- George Award, Pepperdine University, 2014
 - Beta Gamma Sigma, Top 10% of MBA students, 2014
 - President's Awards, Westpak, 2015
 - Certified ESOP Fiduciary, UCSD Rady School of Business
 - Packaging Dynamics Professional, ISTA

Speaking Engagements

-
- Silicon Valley Leaders Forum
 - Westpak-Expo, San Jose State University
 - The[PACK]out
 - Society of Women Engineers

Affiliations

-
- Chief
 - How Women Lead
 - ISTA Advocacy Council
 - Kilmer Group
 - PEO
 - Guide Dogs for the Blind

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2024-13)**

ELECTION OF NORA CRIVELLO TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the election of Nora Crivello to the Navigator Schools Board of Directors:

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 the communities-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy; and

WHEREAS, each director shall hold office for two (2) years and until a successor director has been designated and qualified, for a total of three (3) terms of service.

NOW THEREFORE, it is:

RESOLVED, the Navigator Schools Board of Directors approves the election of Nora Crivello for a first term, beginning July 1, 2024 and ending on June 30, 2026.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 17, 2024, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Tomislav Peraic,
General Counsel and Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Coversheet

Resolution: Election of Board Officers (BR_2024-14)

Section: VI. Topical
Item: D. Resolution: Election of Board Officers (BR_2024-14)
Purpose: Vote
Submitted by:
Related Material: Resolution - Election of Board Officers_BR 2024-14 (06.17.24).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2024-14)**

ELECTION OF BOARD OFFICERS FOR 2024-2025

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the election of Board Officers for 2024-2025:

WHEREAS the Navigator Schools' Bylaws call for annual election of Board Officers, and

WHEREAS the Governance Committee discussed and recommended a slate of Board Officers for service for the 2024-2025 school year, as follows:

NOW THEREFORE, it is:

RESOLVED, the following persons are elected to the offices indicated until their successors shall be duly elected, unless they resign, are removed from office, or are otherwise disqualified from serving as an officer of this corporation, to take their respective offices immediately upon such appointment:

Board Chair – Nora Crivello
Vice Chair – Ian Connell
Treasurer – Noël Russell-Unterburger
Secretary – Tomislav Peraic

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 17, 2024, held in Gilroy, Santa Clara County, California.

The Board Secretary of the Corporation certifies that this resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

Tomislav Peraic,
General Counsel and Board Secretary
Navigator Schools, a California Nonprofit Public Benefit Corporation

Date

Coversheet

Resolution: Appointment of NSSC Board Members (BR_2024-15)

Section: VI. Topical
Item: E. Resolution: Appointment of NSSC Board Members (BR_2024-15)
Purpose: Vote
Submitted by:
Related Material:
Resolution - Appointment of NSSC Board Members_BR 2024-15 (06.17.24).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2024-15)**

**APPOINTMENT OF DIRECTORS TO THE NAVIGATOR SCHOOLS SUPPORT
CORPORATION BOARD OF DIRECTORS**

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the appointment of Directors to the Navigator Schools Support Corporation (the "NSSC") Board of Directors, as follows:

WHEREAS, the Board of Directors of Navigator Schools voted to create the NSSC on December 22, 2020;

WHEREAS, Navigator Schools seeks to ensure that the Board of Directors of the NSSC represent the interests Navigator Schools and support the mission of Navigator Schools;

WHEREAS, the Board of Directors of Navigator Schools thanks Alfred Morikang for his willingness to join the NSSC Board of Directors; and

WHEREAS, the Board of Directors of Navigator Schools thanks Kevin Sved, Heather Parsons, and Patrick Walsh for their ongoing service; and

WHEREAS, the Board of Directors of Navigator Schools has the authority and responsibility to appoint the NSSC Board members and to set terms of service.

NOW THEREFORE, it is:

RESOLVED, that Alfred Morikang is appointed to the Board of Directors of the NSSC, commencing on July 1, 2024, and absent resignation, shall hold office until removed or replaced by the Board of Directors of Navigator Schools.

RESOLVED, that Kevin Sved, Heather Parsons, and Patrick Walsh are re-appointed to the Board of Directors of the NSSC, commencing on July 1, 2024, and absent resignation, shall hold office until removed or replaced by the Board of Directors of Navigator Schools.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting at which a quorum was present on June 17, 2024 at Gilroy, California.

The Secretary of Navigator Schools certifies that this resolution was adopted as set forth above.

Secretary

Tomislav Peraic, General Counsel and
Board Secretary, Navigator Schools

Date

Coversheet

2024-25 Board Meeting Schedule

Section: VI. Topical
Item: F. 2024-25 Board Meeting Schedule
Purpose: Vote
Submitted by:
Related Material: Updated Board and Committee Schedule 2024-2025 Draft.pdf

A. 2024-25 NS Board and Committee Meeting Schedule

Committee dates are draft status. Board meeting dates are approved. ✓ = Confirmed

August	BOARD <u>August 26</u> 6:00 - 8:30 (150 mins.) Mon. <i>School BOY Intro.</i>			
September	ASC <u>September 16</u> 4:00 - 5:00 (60 mins.) Mon.	FIN <u>September 12</u> 6:00-8:30 (150 mins.) Thu.	DEV <u>September 19</u> 4:00-5:30 (90 mins.) Thu.	GOV <u>September 26</u> 3:30-5:00 (90 mins.) Thu.
October	BOARD <u>October 7</u> 6:00 - 8:30 (150 mins.) Mon.			
November	ASC <u>November 11</u> 4:00 - 5:00 (60 mins.) Mon.	FIN <u>November 14</u> 6:00-8:30 (150 mins.) Thu.	GOV <u>November 21</u> 3:30-5:00 (90 mins.) Thu.	DEV <u>November 7</u> 4:00-5:30 (90 mins.) Thu.
December	BOARD <u>December 9</u> 6:00 - 8:30 (150 mins.) Mon	AUDIT <u>December 5</u> 4:00 - 5:00 (60 mins.) Thur.		
January	BOARD *Retreat <u>January 25</u> 9:00 - 3:00 (240 mins.) Sat. <i>To be held at Watsonville Campus and include a school tour</i>	FIN <u>January 16</u> 6:00-8:30 (150 mins.) Thu.	GOV <u>January 23</u> 3:30-5:00 (90 mins.) Thu.	ASC <u>January 27</u> 4:00 - 5:00 (60 mins.) Mon.

February	BOARD <u>February 10</u> 6:00 - 8:30 (150 mins.) Mon.			DEV <u>February 27</u> 4:00-5:30 (90 mins.) Thu.
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March	<p>ASC <u>March 3</u> 4:00 - 5:00 (60 mins.) Mon.</p>	<p>FIN <u>March 13</u> 6:00-8:30 (150 mins.) Thu.</p>	<p>GOV <u>March 20</u> 3:30-5:00 (90 mins.) Thu.</p>	<p>AUDIT <u>March 6</u> 4:30 - 5:30 (60 mins.) Thur.</p>
April	<p>BOARD <u>April 7</u> 6:00 - 8:30 (150 mins.) Mon..</p>			<p>DEV <u>April 17</u> 4:00-5:30 (90 mins.) Thu.</p>
May	<p>ASC <u>May 5</u> 4:00 - 5:00 (60 mins.) Mon.</p>	<p>FIN <u>May 15</u> 6:00-8:30 (150 mins.) Thu.</p>	<p>GOV <u>May 22</u> 3:30-5:00 (90 mins.) Thu.</p>	
June	<p>BOARD <u>June 9</u> 5:00 - 8:30 (150 mins.) Mon.</p>	<p>BOARD <u>June 23</u> 5:00 - 8:30 (150 mins.) Mon.</p>		
July [2024-25]				

Board Meeting Dates (Proposed)

- | | |
|---------------------------------|------------------------|
| 1. August 26th, 2024 | 5. February 10th, 2025 |
| 2. October 7th, 2024 | 6. April 7th, 2025 |
| 3. December 9th, 2024 | 7. June 9th, 2025 |
| 4. January 25th, 2025 (Retreat) | 8. June 23rd, 2025 |

Academic Success Committee Dates (Proposed)

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|-----------------------|------------------|
| 1. September 16, 2024 | 4. March 3, 2025 |
| 2. Nov 11, 2024 | 5. May 5, 2025 |
| 3. January 27, 2025 | |

Finance Committee Dates (Proposed)

1. Sep 12, 2024
2. Nov 14, 2024
3. January 16, 2025
4. March 13, 2025
5. May 15, 2025

Governance Committee Dates (Proposed)

1. Sep 26, 2024
2. Nov 21, 2024
3. January 23, 2025
4. March 20, 2025
5. May 22, 2025

Development Committee Dates (Proposed)

1. Sep 19, 2024
2. Nov 7, 2024
3. February 27, 2025
4. April 17, 2025

Audit Committee Dates (Proposed)

1. Dec 5, 2024
2. March 6, 2025