Navigator Schools

Board Meeting

Date and Time

Wednesday June 26, 2024 at 6:00 PM PDT

Location

The Neon Exchange: 7365 Monterey Rd., Unit 203, Gilroy, CA 95020

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 or (669) 444-9171.

ID: 92582792042
Passcode: 607546

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. 27324 Dobbel Avenue, Hayward, CA 94542
8. 1365 Locust St. Denver, CO 80220

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

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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.			

			Purpose	Presenter	Time
B.		Call the Meeting to Order	Vote	Board Chair	1 m

The Board Chair will call the meeting to order.

C.		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 June 17th, 2024.

Proposed Motion: Approve the Board Meeting Minutes from June 17th, 2024.

Approve minutes for Board Meeting on June 17, 2024

D.		Public Comments		Board Chair	5 m

The Board will receive public comments regarding non-agenda items, if any, following expectations and time limits established by the Board Chair.

E.		Opening Remarks of the Board Chair		Board Chair	5 m

The Board Chair will provide opening remarks.

F.		Chief Executive Officer & Superintendent Update		Caprice Young	5 m

Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide an update.

II.	**Consent Agenda**				**6:18 PM**

A.		Approval of the Consent Agenda	Vote	Tom Peraic	1 m

The Board will vote on the consent agenda:

1. Approval of Amended Title IX Policy (06.26.24) - The Board adopted its Title IX policy at its December 12, 2023 meeting. New Title IX regulations have since been promulgated and come into effect on August 1, 2024. This Amended Title IX Policy is designed to comply with the new regulations.
2. Approval of Amended Harassment, Intimidation, Discrimination and Bullying Policy (06.26.24) - The Board adopted its Harassment, Intimidation, Discrimination and Bullying Policy at its December 12, 2023 meeting. New Title IX regulations cause this to be a standalone policy effective August 1, 2024.
3. Approval of Jessica Lake ICA (06.26.24) - Contract for provider of special education services.
4. Approval of Laurie Coleman ICA (06.26.24) - Contract for provider of special education services.

	Purpose	Presenter	Time

5a. Ratification of Sunbelt Services Agreement (06.26.24) - Contract for special education staffing.

5b. Approval of Sunbelt Services Extension (06.26.24) - Extension for special education staffing.

6a. Approval of Sonja Biggs Services Agreement(06.24.24) - Contract for special education staffing.

6b. Sonja Biggs Services Pricing Schedule (06.24.24) - Pricing schedule for special education contract.

III. Topical			**6:19 PM**
A. LCAP Local Indicators	FYI	Kirsten Carr	5 m

Kirsten Carr will present the LCAP Local Indicators for each of the 4 schools: GPS, HPS, WPS, and HC

B. LCAP - Gilroy Prep School	Vote	Kirsten Carr	5 m

The Board will vote on the approval of the LCAP for Gilroy Prep School.

C. LCAP - Hollister Prep School	Vote	Kirsten Carr	5 m

The Board will vote on the approval of the LCAP for Hollister Prep School.

D. LCAP - Watsonville Prep School	Vote	Kirsten Carr	5 m

The Board will vote on the approval of the LCAP for Watsonville Prep School.

E. LCAP - Hayward Collegiate	Vote	Kirsten Carr	5 m

The Board will vote on the approval of the LCAP for Hayward Collegiate.

F. Navigator Budget 2024-2025	Vote	Noël Russell-Unterburger	5 m

The Board will vote on the Navigator Budget for 2024-2025, aligned with all four LCAPs, with a 3% COLA pay increase for all employees including the CEO & Superintendent, and with the Growth Initiative Budget.

G. Recognition of Alfred Morikang	Vote	Board Chair	5 m

The Board Chair will make the motion to approve the resolution recognizing Alfred Morikang's service to Navigator Schools.

H. Recognition of John A. Flaherty	Vote	Claire Grissom	5 m

	Purpose	Presenter	Time

Claire Grissom, Member of the Board of Directors, will make the motion to approve the resolution recognizing John A. Flaherty's service to Navigator Schools.

IV. Closing Items   6:59 PM

A. Adjourn Meeting   Vote   Board Chair   1 m

Board members will vote on adjournment of the meeting. Votes will be recorded via roll call.

Proposed Motion: Adjourn

Coversheet

Approve Minutes from Previous Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes from Previous Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 17, 2024

Navigator Schools

Minutes

Board Meeting

Date and Time
Monday June 17, 2024 at 6:00 PM

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

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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
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Directors Present

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

Directors Absent

Alfred Morikang, Chuck Daggs

Directors who arrived after the meeting opened

Jaime Quiroga

Directors who left before the meeting adjourned

Shara Hegde

Guests Present

Ami Ortiz (remote), Andrea Hernandez (remote), Caprice Young (remote), Christopher Copus, David LeBarre (remote), Gabriela Roldan (remote), Heather Vega (remote), James Dent (remote), Kirsten Carr, Melissa Alatorre Alnas (remote), Nora Crivello, Noël Russell-Unterburger (remote), Shun Dorsey (remote), Tina Hill (remote), Tom Peraic

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I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the board of directors of Navigator Schools to order on Monday Jun 17, 2024 at 6:00 PM.

C. Public Comments

There were no public comments.

D. Opening Remarks of the Board Chair

The Board Chair shared that Board Member Alfred Morikang had resigned his board seat due to ongoing obligations out of the area. The Board Chair also welcomed Shun Dorsey, Navigator's new Development Director.

E. Chief Executive Officer & Superintendent Update

Dr. Caprice Young, CEO & Superintendent, discussed several new positions. Andrea Hernandez will be the the new Director of Schools. Crystal O'Rourke will be the new interim Chief Academic Officer. Nancy Salazar will be the new principal at WPS.

F. Approve Minutes from Previous Board Meeting

Claire Grissom made a motion to approve the minutes from Board Meeting on 04-10-24.
JP Anderson seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Approve Minutes from Previous Board Meeting

Ian Connell made a motion to approve the minutes from Special Board Meeting on 04-22-24.
John Flaherty seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Recognition of John Flaherty

The item was tabled to the next Board meeting.

II. Consent Agenda

A. Approval of the Consent Agenda

John Flaherty made a motion to Move the consent agenda to the end of the meeting.
Shara Hegde seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Public Hearing

A. The Board will vote to open LCAP Public Hearing

JP Anderson made a motion to go into LCAP public hearing.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.
Jaime Quiroga arrived at 6:30 PM.

B. Public Hearing

Kirsten Carr, Director of Engagement & Partnerships, presented the proposed LCAP along with relevant local indicators. LCAPs are required by all of the schools, the public hearing goes before the budget, which are all tied to LCAP goals. Stakeholders are part

of the process. Kirsten discussed the proposed LCAPs including the goals. Dr. Young offered that the proposed LCAPs are in draft format and they are ready for everyone to review. General discussion followed between and among Board Members and staff about some of the particulars of the proposed LCAPs.

C. The Board will vote to close LCAP Public Hearing

John Flaherty made a motion to close LCAP public hearing.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Committees

A. Governance Committee

Dr. Young shared that the Governance Committee met right before the full Board meeting. The Governance Committee took actions and made recommendations to the full Board about the re-election of Board Members, nominations of new Board Members, officers for the corporation, and the NSSC, which is Navigator's support corporation.

B. Academic Success Committee

Chief Academic Officer James Dent shared that improved outcomes for multilingual learners is Navigator's main academic focus for 24-25. The goal is to increase the number of students meeting proficiency levels, data will be available in mid-September.

C. Finance Committee

Dr. Young requested to skip this item as the report is part of the next item on the agenda.

V. Finance

A. 2024-25 Budget

Noël Russell-Unterburger presented the proposed budget for 24-25. Noël offered that 23-24 was a year of transition and investments. For 24-25, there was an ESSR funding cliff of $1.6M which needed to be taken into account. Navi Impact has $170k already committed for 24-25, $200k is well within reason. There will be a 3% COLA across the board, including the CEO & Superintendent. There was an emphasis on hourly workers. Board Member Ian Connell shared that previous conservative budgeting is helping. Another focus is recovering on FRL undercount and the co-founder's sabbatical is being funded. Dr. Young shared that the Navigator model has more adults in the classroom in the form of SGIs. Noël emphasized that some districts do larger salary increases which are then followed by layoffs. There is a real focus on ELOP, improving the quality to include music, language, etc. Staff intends to take the Board Members through the completed DEIA audit. The other big initiative is growth, it is budgeted for separately, there is fundraising for this, so growth doesn't come at costs of current schools. Each

department will have budget tools. Strong net asset balance, $11.1M, thin margins but the money is there. The discussion concluded with community grants, Schwab Foundation, cash projections, and covenant reviews.

VI. Topical

A. 2024-25 Enrollment Update

Kirsten Carr, shared the enrollment update with the Board. She discussed outreach efforts, FRL numbers, and the impact on the budget, and that some WPS students are opting to go to a charter high school starting in 6th grade.

B. Resolution: Re-Election of Board Members (BR_2024-12)

John Flaherty made a motion to re-elect Board Members Jaime Quiroga, JP Anderson, Claire Grissom, and Ian Connell to the Board.
Shara Hegde seconded the motion.
Dr. Young offered that she appreciates the Board Members' service.
The board **VOTED** unanimously to approve the motion.

C. Resolution: Election of New Board Members (BR_2024-13)

John Flaherty made a motion to elect NC to board.
Claire Grissom seconded the motion.
Nora tonight, others in the future - JF, NC willing to join the board and assume leadership role, 2 years ago, agreed to come back
The board **VOTED** unanimously to approve the motion.

D. Resolution: Election of Board Officers (BR_2024-14)

John Flaherty made a motion to NC.
Ian Connell seconded the motion.
CY introduces slate
The board **VOTED** unanimously to approve the motion.

E. Resolution: Appointment of NSSC Board Members (BR_2024-15)

Claire Grissom made a motion to approve.
Ian Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. 2024-25 Board Meeting Schedule

Ian Connell made a motion to approve.
Claire Grissom seconded the motion.
Shift to Mondays
The board **VOTED** unanimously to approve the motion.

VII. Consent Agenda

A. Approval of the Consent Agenda (Without Relay Contract)

Ian Connell made a motion to approve the consent agenda except for the Relay contract.
JP Anderson seconded the motion.
Board Member Shara Hegde pulled the Relay contract off of the consent agenda. Shara indicated that, as disclosed on her Form 700, she previously provided services to Relay in the past, that she does not currently provide services to Relay or have a current contract with Relay, and that she made this disclosure in the abundance of caution and in the spirit of full transparency. The full Board then unanimously approved the following items from the consent agenda, except for the Relay contract: GPS and HPS 2024-25 CalSTRS Agreements, Boys & Girls Club MOU 2024-25, Larson Professional Services Contract, Hayward Collegiate Amended Lease Ratification, Classroom Based Attendance Policy, Sabbatical Leave Policy, School Sponsored Trips Policy, and the Declarations of Need for GPS, WPS, and HC. Shara then recused herself from the meeting so that she would not vote, discuss, or influence the decision on the Relay contract, and then Shara left the Board meeting prior to the consideration of the Relay contract.
The board **VOTED** unanimously to approve the motion.
Shara Hegde left at 8:14 PM.

B. Approval of the Consent Agenda (Relay Contract)

Claire Grissom made a motion to approve the Relay contract which had been pulled off of the consent agenda.
John Flaherty seconded the motion.
The board **VOTED** unanimously to approve the motion.

VIII. 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 8:20 PM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approval of the Consent Agenda

Section: II. Consent Agenda
Item: A. Approval of the Consent Agenda
Purpose: Vote
Submitted by:
Related Material:
1 - Amended Title IX Policy (06.26.24).pdf
2 - Amended Harassment, Intimidation, Discrimination and Bullying Policy (06.26.24).pdf
3 - Jessica Lake - ICA (06.26.24).pdf
4 - Laurie Coleman - ICA (06.26.24).pdf
5a - Sunbelt Staffing Agreement 23-24 (06.26.24).pdf
5b - Sunbelt Staffing Extension 24-25 (06.26.24).pdf
6a - Sonja Biggs Services Agreement (06.26.24).pdf
6b - Sonja Biggs - Services & Pricing Schedule (06.26.24).pdf

Board Policy #: 115A
Adopted/Ratified: December 12, 2023
Revision Date: June 26, 2024

NAVIGATOR SCHOOLS - TITLE IX POLICY
PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Navigator Schools ("Navigator" or the "Charter School") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Navigator does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] Navigator will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Navigator's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Navigator does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to Navigator Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Navigator. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment
Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

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[1] Navigator complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

Board Policy #: 115A
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- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Navigator to provide an aid, benefit, or service under Navigator's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Navigator's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  - The degree to which the conduct affected the complainant's ability to access Navigator's education program or activity;
  - The type, frequency, and duration of the conduct;
  - The parties' ages, roles within Navigator's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in Navigator's education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Dating violence, meaning violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabiting, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or

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> o   Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Navigator.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - o   Rape, sexual battery, molestation or attempts to commit these assaults.
  - o   Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - o   Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - o   Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - o   Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - o   Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - o   Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

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        o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

        o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Navigator's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Navigator's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Navigator's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Navigator that objectively can be understood as a request for Navigator to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Navigator whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Navigator has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Navigator's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Navigator's education program or activity, including measures that are designed to protect the safety of the parties or Navigator's educational environment; or (2) provide support during Navigator's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of Navigator ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Board Policy #: 115A
Adopted/Ratified: December 12, 2023
Revision Date: June 26, 2024

Tomislav Peraic
General Counsel
Navigator Schools
650 San Benito Street, Suite 230
Hollister, CA 95023
Tel: (831) 217-4880
Email: tom.peraic@navigatorschools.org

The Coordinator is responsible for coordinating Navigator's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Navigator's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Executive Officer and Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Navigator will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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Privacy

Navigator acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Navigator prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Navigator from requiring an employee or other person authorized by Navigator to provide aid, benefit, or service under Navigator's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Navigator, if any, can be found on the Navigator website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;

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- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Navigator could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Navigator from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Navigator's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of

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certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Navigator's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Chief Executive Officer & Superintendent, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Navigator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

__Informal Resolution__

At any time prior to determining whether sex discrimination occurred under Navigator's Title IX grievance procedures, Navigator may offer an informal resolution process to the parties. Navigator does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:
- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Navigator for use in grievance procedures if the grievance procedures are initiated or resumed.

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Parties will not be required or pressured to agree to participate in the informal resolution process. Navigator will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements
Navigator has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Navigator's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Navigator requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Navigator will treat complainants and respondents equitably. Navigator presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Navigator may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Navigator allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Navigator will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential

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resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Navigator will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Navigator will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Navigator may dismiss a complaint if:
- Navigator is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Navigator's education program or activity and is not employed by Navigator;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Navigator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Navigator determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Navigator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:
- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal,

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[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Navigator policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Navigator's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Navigator;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Navigator provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Navigator may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Navigator's policies.

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Navigator may remove a respondent from Navigator's education program or activity on an emergency basis, in accordance with Navigator's policies, provided that Navigator undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Navigator has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Navigator to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Navigator obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

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Navigator will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility
Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility
Should a party find Navigator's determination unsatisfactory, the party may, within five (5) business days of notice of Navigator's determination, submit a written appeal to the Board Chair of the Navigator Board of Directors, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Navigator or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Navigator including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Navigator's education program or activity.

No party, witness, or other person participating in Navigator's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Navigator's determination whether sex discrimination occurred.

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Student Pregnancy and Related Conditions

Navigator will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Navigator employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Navigator's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Navigator's obligations under:
  - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
  - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Navigator's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Navigator leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

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- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Navigator's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Navigator will maintain the following records for at least seven (7) years:
- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Navigator took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Navigator will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

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NAVIGATOR SCHOOLS - TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Navigator to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Navigator:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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NAVIGATOR SCHOOLS - HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools ("Navigator" or the "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Navigator will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Navigator school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Navigator does business, and all acts of Navigator's Board of Directors ("Board") in enacting policies and procedures that govern Navigator.[1]

Navigator complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

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Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Navigator.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Navigator has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
Navigator advises students:
- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

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- To consider how it would feel receiving such comments before making comments about others online.

Navigator informs its employees, students, and parents/guardians of Navigator's policies regarding the use of technology in and out of the classroom. Navigator encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Navigator employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Navigator advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Navigator and encourages students to practice compassion and respect each other.

Navigator educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Navigator's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Navigator informs Navigator employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Navigator annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Navigator employees who have regular interaction with students.

Navigator informs certificated employees about the common signs that a student is a target of bullying including:
- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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Navigator also informs certificated employees about the groups of students determined by Navigator and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Navigator encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Navigator's students.

Complaint Procedures

Scope of the Complaint Procedures

Navigator will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Navigator UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Navigator will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Navigator's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Navigator's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

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Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Chief Executive Officer & Superintendent, (or to the Board Chair if the complaint is against the Chief Executive Officer & Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Navigator will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Executive Officer & Superintendent, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Navigator acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Navigator on a case-by-case basis.

Navigator prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Chief Executive Officer & Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than sixty (60) days.

At the conclusion of the investigation, the Chief Executive Officer & Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Chief Executive Officer & Superintendent or designee will not reveal confidential information related to other students or employees.

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If the complaint is against the Chief Executive Officer & Superintendent, the Board Chair or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Navigator or termination of employment.

Right of Appeal
Should a complainant find Navigator's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Navigator's decision or resolution, submit a written appeal to the Board Chair, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

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NAVIGATOR SCHOOLS - HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Navigator to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Navigator:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4865-0092-2159, v. 4

INDEObPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement ("Agreement") is entered into and made effective on July 1, 2024 ("Effective Date"), by and between Navigator Schools ("NAVIGATOR"), a California nonprofit public benefit corporation, whose principal place of business is 650 San Benito Street, Ste. 230, Hollister, CA 95023, and Jessica Lake ("Contractor", sometimes collectively referred to with NAVIGATOR as the "Parties".)

In consideration of the mutual promises contained herein, the Parties agree as follows:

1.   **Services**. During the Term (as defined in Section 2.2 below) of this Agreement, Contractor agrees to provide services to NAVIGATOR as described in statement of work ("SOW") attached hereto as **Exhibit A** ("Services"). In the event of any conflict between any of the terms and conditions of the SOW and any term and condition of this Agreement, the terms and conditions of this Agreement shall control. Contractor will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and in compliance with applicable law. Contractor may use Contractor's employees or subcontractors to perform the services under this Agreement, subject to the conditions set forth in Section 5, 6, 7, and 8, below.

2.   **Compensation and Term**.

        2.1   Contractor shall perform the Services at the rate of $90.00 per hour. NAVIGATOR will reimburse Contractor for reasonable out-of-pocket expenses incurred by Contractor in connection with performance of the Services at cost (unless otherwise specified in **Exhibit A**.) Contractor must obtain NAVIGATOR prior written authorization for any expenses that equal $100.00 (one hundred dollars and no cents) or more.

        2.2   The term of this Agreement will begin on the Effective Date and will terminate on June 30, 2025 ("Term"). Either party may provide notice of termination of this Agreement at any time and for any reason with thirty (30) days prior written notice to the other party. This Agreement may be terminated by either party for cause on the occurrence of any of the following events or with five (5) days prior written notice to the other party: (a) the bankruptcy or insolvency of either party; (b) the sale of business of either party; (c) the death or dissolution of Contractor; (d) Contractor is debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200; (e) breach of any term or condition in this Agreement; or (f) any other reason in NAVIGATORS's sole and unfettered discretion that renders Contractor's ability to perform services impractical or inconsistent with NAVIGATOR operation of California public charter schools. Upon termination, no further performance, including payment pursuant to Section 2 and its subsections above, will be required of either party, except that NAVIGATOR must pay any fees due for authorized services rendered and for authorized expenses specified in **Exhibit A**.

3.   **Invoices and Payment**. Contractor shall provide an invoice for services performed upon completion of services. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.5 below. NAVIGATOR shall make payment to Contractor for all sums due on approved invoices within thirty (30) days thereafter. Contractor shall provide a copy of a current W-9 to NAVIGATOR prior to commencement of Services.

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4. **Intentionally Omitted**.

5. **Proprietary Information**.

5.1   Contractor acknowledges that, in connection with providing the Services under this Agreement, Contractor may have access to and use of NAVIGATOR'S proprietary, confidential and trade secret information. The information furnished by NAVIGATOR for use by Contractor is confidential to the fullest extent allowable by law. Proprietary and/or trade secret information of NAVIGATOR is the property of NAVIGATOR and includes, but is not limited to, information concerning NAVIGATOR's employees, students, vendors, and independent contractors, and to any other information reasonably understood to be confidential or proprietary to NAVIGATOR ("Proprietary Information".)

5.2   Contractor will maintain in confidence, and will cause its employees and subcontractors to maintain in confidence, and it will not, directly or indirectly, disclose or use, and cause its employees and subcontractors to not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any Proprietary Information, except to the extent necessary to perform the Services. Upon termination of this Agreement, or at the request of NAVIGATOR before termination, Contractor will deliver to NAVIGATOR all Proprietary Information that is in Contractor's possession or under Contractor's control.

6. **Protected Information**.

6.1   **Student Information**. If Contractor shall have access to student education records ("Student Records") that may contain information in the form of personally identifiable information ("PII"), Contractor acknowledges that pursuant to the Family Educational Rights and Privacy Act 20 U.S.C. §1232g, and its implementing regulations 34 C.F.R. Part 99 ("FERPA"), it will be designated as a "school official" with "legitimate educational interests" in the Student Information and PII and agrees to abide by all associated FERPA requirements, including but not limited to, use of the Student Information or PII for the purpose of fulfilling its duties under this Agreement. Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, Student Information or PII, except as necessary to perform the Services or as required by law.

6.2   **Health Information**. Contractor acknowledges that, from time to time during the Term of this Agreement, Contractor may acquire or have access to Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "HIPAA Rules") of NAVIGATOR students ("PHI"). Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, PHI, except as necessary to perform the Services or as required by law.

7.   **Contractor's Representations and Warranties**. Contractor represents and warrants that (a) Contractor has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner; (b) should Contractor provide services to NAVIGATOR students, Contractor shall adhere to all applicable law and NAVIGATOR policies, including, but not limited to, certifying compliance with the requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal

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Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as **Exhibit B**; (c) Contractor shall keep its staff/volunteer roster current and shall update NAVIGATOR as soon as practicable upon any changes, additions, or renewed clearances; (d) should Contractor provide Services at NAVIGATOR school sites, Contractor's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit; and (e) Contractor's personnel that serve or will serve NAVIGATOR students are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal Code § 11164 et seq.)

8. **General Provisions**

8.1. **Relationship of Parties**. Contractor is an independent contractor retained by NAVIGATOR to provide the Services and represents that it is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services. Contractor is not an agent, partner, principal, or employee of NAVIGATOR and has no authority to bind NAVIGATOR by contract or otherwise and shall be free from the control and direction of NAVIGATOR in connection with the performance of the Services. Contractor has the sole right to control and direct the means, manner and method by which the Services required by this Agreement will be performed. Contractor shall furnish all materials, equipment, and supplies used to provide the Services required by this Agreement. Contractor shall not be entitled to any benefits accorded to NAVIGATOR's employees, including, but not limited to, vacation time, sick time, PTO time, worker's compensation, or disability.

8.2. **Contractor's Representations**. Contractor hereby represents that: (a) they are free from the control and direction of NAVIGATOR in connection with the Services hereunder, both under this Agreement for the performance of Services and in fact; (b) Contractor is performing services that are outside of the usual course of NAVIGATOR'S business which is the operation of California public charter schools; and (c) Contractor is routinely doing work in an independently established trade, occupation, or business that is of the same type as the Services being performed hereunder.

8.3. **Choice of Law and Venue**. This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any legal proceeding to interpret or enforce this Agreement will be brought in Santa Clara County, California. Each party acknowledges, consents and agrees to venue and jurisdiction in Santa Clara County, California.

8.4. **Attorneys' Fees**. In the event arbitration, suit, or action is instituted to enforce or interpret any of the terms of this Agreement, the prevailing party shall be entitled to recover all costs of suit, including reasonable attorney's fees, in addition to all other sums allowed by law.

8.5. **Resolution of Disputes**. In the event of any dispute, the Parties shall use good faith efforts to settle the dispute and shall negotiate with each other to attempt to reach a solution satisfactory to each party. If the Parties do not reach such a solution within (60) days, then Parties shall try to resolve the dispute by mediation in Santa Clara County, California with costs to be shared equally by the Parties. If mediation is unsuccessful, the Parties agree to submit the dispute to final, binding arbitration administered by the American Arbitration Association in

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accordance with its Commercial Arbitration Rules before a single arbitrator in Santa Clara County, California. The arbitrator will have the authority to assess arbitration costs and expenses against either or both parties. The decision in the arbitration will be binding on all parties, and judgment on any arbitration award may be entered in any court of competent jurisdiction.

8.6.   **Indemnification**. Contractor shall hold NAVIGATOR and its directors, officers, employees, agents, and volunteers harmless from, and indemnify each of them from and against, any and all claims, losses, damages, liabilities, penalties, fines, costs, expenses, and attorney's fees, arising out of or related to the provision of Services hereunder, except to the extent caused by the willful conduct or sole negligence of a NAVIGATOR director, officer, employee, agent, or volunteer. This provision shall survive the termination of this Agreement.

8.7.   **Insurance.** Contractor shall procure and maintain insurance covering all activities of Contractor performing Services hereunder with coverage of not less than one million dollars ($1,000,000) per occurrence. The Certificate of Insurance must contain General Liability, Automobile Liability (if applicable) and Workers' Comp (if applicable.) In the event Services are provided at a school site(s), then Contractor must also procure and maintain sexual abuse and molestation insurance with coverage of not less than two million dollars ($2,000,000) per occurrence. Special endorsement must be attached to the Certificate of Insurance to include NAVIGATOR, and its directors, officers, employees, agents, and volunteers as additional insureds and it must be in the form of an actual endorsement to the policy and not just shown on the Certificate of Insurance. It is further understood and agreed that this insurance shall be primary and not contributory with regards to any other insurance in effect for the additional insureds. Contractor shall provide said Certificate of Insurance prior to commencing Services.

8.8.   **Miscellaneous**.   Neither party will assign or otherwise transfer this Agreement in whole or in part without the prior written consent of the other party; provided, however, that NAVIGATOR may, without the consent of Contractor, assign this Agreement in connection with a merger or other similar change of control. This Agreement shall constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede all other oral and written understandings or agreements. No waiver of any provision of this Agreement will be deemed a waiver of any other provision, nor will it be a continuing waiver. Any amendment to this Agreement must be executed, in writing, by each party. In the event that a court of competent jurisdiction holds any term or provision of this Agreement invalid, void, or unenforceable, then the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law. Any notice given or made under this Agreement will be in writing and will be delivered personally or by a nationally recognized overnight courier (prepaid, specifying next-day delivery), addressed each Party as per their respective addresses as listed. Notice shall be deemed effective upon delivery. Either party shall be excused from performance, without penalty, for delay in, or failure of, performance if such delay or failure is caused by force majeure. "Force majeure" means an occurrence that is beyond the control of the party affected, including but not limited to, fire, earthquake, war, and pandemics. This Agreement may be executed in counterparts and may be delivered by scan/email which shall be considered an original signatures.

[Signatures to Follow on Next Page]

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Date: _____   "CONTRACTOR"

_____

By:
Its:

Date: _____   "NAVIGATOR"

_____

By:
Its:

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Exhibit A

Speech and Language Pathology Services (assessment, student sessions)
● Student support
● IEP and other necessary meeting attendance
● Documentation preparation

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Exhibit B

Contractor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

TO CONTRACTOR: PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

☐ A. CONTRACTOR hereby certifies to NAVIGATOR that it has completed the criminal background check requirements of Education Code Section 45125.1, that it has determined that none of its employees that may come into contact with NAVIGATOR students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the CONTRACTOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

☐ B. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all employees who may have contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Education Code Section 49406. CONTRACTOR requires all new employees to provide a certificate of tuberculosis clearance dated within the 60 days prior to initial employment and CONTRACTOR maintains current TB clearances for all such employees.

☐ C. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all CONTRACTOR employees whose assignment at NAVIGATOR requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

WAIVER JUSTIFICATION:

☐ D. CONTRACTOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Education Code Section 45125.1 et seq.

　☐ CONTRACTOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)

　☐ CONTRACTOR, which will be providing construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the CONTRACTOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [Education Code Section 45125.2 (a)]

Check all methods to be used:

　☐ 1) Installation of a physical barrier at the worksite to limit contact with students

　☐ 2) Continual supervision and monitoring of all employees of CONTRACTOR by an employee of CONTRACTOR who has not been convicted of serious of violent felony ascertained by the DOJ

　☐ 3) Surveillance of employees of the CONTRACTOR by school personnel

　☐ The services provided by the CONTRACTOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [Education Code Section 45125.1(b)]

By signing below, under penalty of perjury, I certify that the information contained on this certification form is accurate. I understand that it is the CONTRACTOR'S sole responsibility to maintain, update, and provide the NAVIGATOR with current and complete information along with the employee list, throughout the duration of services.

Authorized Contractor Signature	Printed Name	Title	Date

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INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement ("Agreement") is entered into and made effective on July 1, 2024 ("Effective Date"), by and between Navigator Schools ("NAVIGATOR"), a California nonprofit public benefit corporation, whose principal place of business is 650 San Benito Street, Ste. 230, Hollister, CA 95023, and Jessica Lake ("Contractor", sometimes collectively referred to with NAVIGATOR as the "Parties".)

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. **Services**. During the Term (as defined in Section 2.2 below) of this Agreement, Contractor agrees to provide services to NAVIGATOR as described in statement of work ("SOW") attached hereto as **Exhibit A** ("Services"). In the event of any conflict between any of the terms and conditions of the SOW and any term and condition of this Agreement, the terms and conditions of this Agreement shall control. Contractor will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and in compliance with applicable law. Contractor may use Contractor's employees or subcontractors to perform the services under this Agreement, subject to the conditions set forth in Section 5, 6, 7, and 8, below.

2. **Compensation and Term**.

   2.1 Contractor shall perform the Services at the rate of $90.00 per hour. NAVIGATOR will reimburse Contractor for reasonable out-of-pocket expenses incurred by Contractor in connection with performance of the Services at cost (unless otherwise specified in **Exhibit A**.) Contractor must obtain NAVIGATOR prior written authorization for any expenses that equal $100.00 (one hundred dollars and no cents) or more.

   2.2 The term of this Agreement will begin on the Effective Date and will terminate on June 30, 2025 ("Term"). Either party may provide notice of termination of this Agreement at any time and for any reason with thirty (30) days prior written notice to the other party. This Agreement may be terminated by either party for cause on the occurrence of any of the following events or with five (5) days prior written notice to the other party: (a) the bankruptcy or insolvency of either party; (b) the sale of business of either party; (c) the death or dissolution of Contractor; (d) Contractor is debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200; (e) breach of any term or condition in this Agreement; or (f) any other reason in NAVIGATORS's sole and unfettered discretion that renders Contractor's ability to perform services impractical or inconsistent with NAVIGATOR operation of California public charter schools. Upon termination, no further performance, including payment pursuant to Section 2 and its subsections above, will be required of either party, except that NAVIGATOR must pay any fees due for authorized services rendered and for authorized expenses specified in **Exhibit A**.

3. **Invoices and Payment**. Contractor shall provide an invoice for services performed upon completion of services. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.5 below. NAVIGATOR shall make payment to Contractor for all sums due on approved invoices within thirty (30) days thereafter. Contractor shall provide a copy of a current W-9 to NAVIGATOR prior to commencement of Services.

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4. **Intentionally Omitted**.

5. **Proprietary Information**.

5.1 Contractor acknowledges that, in connection with providing the Services under this Agreement, Contractor may have access to and use of NAVIGATOR'S proprietary, confidential and trade secret information. The information furnished by NAVIGATOR for use by Contractor is confidential to the fullest extent allowable by law. Proprietary and/or trade secret information of NAVIGATOR is the property of NAVIGATOR and includes, but is not limited to, information concerning NAVIGATOR's employees, students, vendors, and independent contractors, and to any other information reasonably understood to be confidential or proprietary to NAVIGATOR ("Proprietary Information".)

5.2 Contractor will maintain in confidence, and will cause its employees and subcontractors to maintain in confidence, and it will not, directly or indirectly, disclose or use, and cause its employees and subcontractors to not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any Proprietary Information, except to the extent necessary to perform the Services. Upon termination of this Agreement, or at the request of NAVIGATOR before termination, Contractor will deliver to NAVIGATOR all Proprietary Information that is in Contractor's possession or under Contractor's control.

6. **Protected Information**.

6.1 **Student Information**. If Contractor shall have access to student education records ("Student Records") that may contain information in the form of personally identifiable information ("PII"), Contractor acknowledges that pursuant to the Family Educational Rights and Privacy Act 20 U.S.C. §1232g, and its implementing regulations 34 C.F.R. Part 99 ("FERPA"), it will be designated as a "school official" with "legitimate educational interests" in the Student Information and PII and agrees to abide by all associated FERPA requirements, including but not limited to, use of the Student Information or PII for the purpose of fulfilling its duties under this Agreement. Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, Student Information or PII, except as necessary to perform the Services or as required by law.

6.2 **Health Information**. Contractor acknowledges that, from time to time during the Term of this Agreement, Contractor may acquire or have access to Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "HIPAA Rules") of NAVIGATOR students ("PHI"). Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, PHI, except as necessary to perform the Services or as required by law.

7. **Contractor's Representations and Warranties**. Contractor represents and warrants that (a) Contractor has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner; (b) should Contractor provide services to NAVIGATOR students, Contractor shall adhere to all applicable law and NAVIGATOR policies, including, but not limited to, certifying compliance with the requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal

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Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as **Exhibit B**; (c) Contractor shall keep its staff/volunteer roster current and shall update NAVIGATOR as soon as practicable upon any changes, additions, or renewed clearances; (d) should Contractor provide Services at NAVIGATOR school sites, Contractor's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit; and (e) Contractor's personnel that serve or will serve NAVIGATOR students are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal Code § 11164 et seq.)

8. **General Provisions**

8.1. **Relationship of Parties**. Contractor is an independent contractor retained by NAVIGATOR to provide the Services and represents that it is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services. Contractor is not an agent, partner, principal, or employee of NAVIGATOR and has no authority to bind NAVIGATOR by contract or otherwise and shall be free from the control and direction of NAVIGATOR in connection with the performance of the Services. Contractor has the sole right to control and direct the means, manner and method by which the Services required by this Agreement will be performed. Contractor shall furnish all materials, equipment, and supplies used to provide the Services required by this Agreement. Contractor shall not be entitled to any benefits accorded to NAVIGATOR's employees, including, but not limited to, vacation time, sick time, PTO time, worker's compensation, or disability.

8.2. **Contractor's Representations**. Contractor hereby represents that: (a) they are free from the control and direction of NAVIGATOR in connection with the Services hereunder, both under this Agreement for the performance of Services and in fact; (b) Contractor is performing services that are outside of the usual course of NAVIGATOR'S business which is the operation of California public charter schools; and (c) Contractor is routinely doing work in an independently established trade, occupation, or business that is of the same type as the Services being performed hereunder.

8.3. **Choice of Law and Venue**. This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any legal proceeding to interpret or enforce this Agreement will be brought in Santa Clara County, California. Each party acknowledges, consents and agrees to venue and jurisdiction in Santa Clara County, California.

8.4. **Attorneys' Fees**. In the event arbitration, suit, or action is instituted to enforce or interpret any of the terms of this Agreement, the prevailing party shall be entitled to recover all costs of suit, including reasonable attorney's fees, in addition to all other sums allowed by law.

8.5. **Resolution of Disputes**. In the event of any dispute, the Parties shall use good faith efforts to settle the dispute and shall negotiate with each other to attempt to reach a solution satisfactory to each party. If the Parties do not reach such a solution within (60) days, then Parties shall try to resolve the dispute by mediation in Santa Clara County, California with costs to be shared equally by the Parties. If mediation is unsuccessful, the Parties agree to submit the dispute to final, binding arbitration administered by the American Arbitration Association in

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accordance with its Commercial Arbitration Rules before a single arbitrator in Santa Clara County, California. The arbitrator will have the authority to assess arbitration costs and expenses against either or both parties. The decision in the arbitration will be binding on all parties, and judgment on any arbitration award may be entered in any court of competent jurisdiction.

8.6. **Indemnification**. Contractor shall hold NAVIGATOR and its directors, officers, employees, agents, and volunteers harmless from, and indemnify each of them from and against, any and all claims, losses, damages, liabilities, penalties, fines, costs, expenses, and attorney's fees, arising out of or related to the provision of Services hereunder, except to the extent caused by the willful conduct or sole negligence of a NAVIGATOR director, officer, employee, agent, or volunteer. This provision shall survive the termination of this Agreement.

8.7. **Insurance.** Contractor shall procure and maintain insurance covering all activities of Contractor performing Services hereunder with coverage of not less than one million dollars ($1,000,000) per occurrence. The Certificate of Insurance must contain General Liability, Automobile Liability (if applicable) and Workers' Comp (if applicable.) In the event Services are provided at a school site(s), then Contractor must also procure and maintain sexual abuse and molestation insurance with coverage of not less than two million dollars ($2,000,000) per occurrence. Special endorsement must be attached to the Certificate of Insurance to include NAVIGATOR, and its directors, officers, employees, agents, and volunteers as additional insureds and it must be in the form of an actual endorsement to the policy and not just shown on the Certificate of Insurance. It is further understood and agreed that this insurance shall be primary and not contributory with regards to any other insurance in effect for the additional insureds. Contractor shall provide said Certificate of Insurance prior to commencing Services.

8.8. **Miscellaneous**. Neither party will assign or otherwise transfer this Agreement in whole or in part without the prior written consent of the other party; provided, however, that NAVIGATOR may, without the consent of Contractor, assign this Agreement in connection with a merger or other similar change of control. This Agreement shall constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede all other oral and written understandings or agreements. No waiver of any provision of this Agreement will be deemed a waiver of any other provision, nor will it be a continuing waiver. Any amendment to this Agreement must be executed, in writing, by each party. In the event that a court of competent jurisdiction holds any term or provision of this Agreement invalid, void, or unenforceable, then the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law. Any notice given or made under this Agreement will be in writing and will be delivered personally or by a nationally recognized overnight courier (prepaid, specifying next-day delivery), addressed each Party as per their respective addresses as listed. Notice shall be deemed effective upon delivery. Either party shall be excused from performance, without penalty, for delay in, or failure of, performance if such delay or failure is caused by force majeure. "Force majeure" means an occurrence that is beyond the control of the party affected, including but not limited to, fire, earthquake, war, and pandemics. This Agreement may be executed in counterparts and may be delivered by scan/email which shall be considered an original signatures.

[Signatures to Follow on Next Page]

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Date: _____   "CONTRACTOR"

                                 _____
                                 By:
                                 Its:

Date: _____   "NAVIGATOR"

                                 _____
                                 By:
                                 Its:

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Exhibit A

Speech and Language Pathology Services (assessment, student sessions)
● Student support
● IEP and other necessary meeting attendance
● Documentation preparation

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<u>Exhibit B</u>

Contractor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

TO CONTRACTOR: PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

☐ A. CONTRACTOR hereby certifies to NAVIGATOR that it has completed the criminal background check requirements of Education Code Section 45125.1, that it has determined that none of its employees that may come into contact with NAVIGATOR students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the CONTRACTOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

☐ B. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all employees who may have contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Education Code Section 49406. CONTRACTOR requires all new employees to provide a certificate of tuberculosis clearance dated within the 60 days prior to initial employment and CONTRACTOR maintains current TB clearances for all such employees.

☐ C. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all CONTRACTOR employees whose assignment at NAVIGATOR requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

WAIVER JUSTIFICATION:

☐ D. CONTRACTOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Education Code Section 45125.1 et seq.

   ☐ CONTRACTOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)

   ☐ CONTRACTOR, which will be providing construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the CONTRACTOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [Education Code Section 45125.2 (a)]

   Check all methods to be used:

   ☐ 1) Installation of a physical barrier at the worksite to limit contact with students

   ☐ 2) Continual supervision and monitoring of all employees of CONTRACTOR by an employee of CONTRACTOR who has not been convicted of serious of violent felony ascertained by the DOJ

   ☐ 3) Surveillance of employees of the CONTRACTOR by school personnel

   ☐ The services provided by the CONTRACTOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [Education Code Section 45125.1(b)]

By signing below, under penalty of perjury, I certify that the information contained on this certification form is accurate. I understand that it is the CONTRACTOR'S sole responsibility to maintain, update, and provide the NAVIGATOR with current and complete information along with the employee list, throughout the duration of services.

Authorized Contractor Signature	**Printed Name**	**Title**	**Date**

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Client Services Agreement
For Charter Schools and Non-Public Schools or Districts

Sunbelt Staffing, LLC (hereafter referred to as "Sunbelt") and Navigator Schools District, a charter school, whether public or private, or a non-public school or district, whose location is 650 San Benito St. Suite 230, Hollister, CA 95023 (hereafter referred to as "Client") enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Consultants ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate assignment confirmation for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services.
Sunbelt, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide Consultants for assignment with Client. Sunbelt will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including workers' compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, Sunbelt will use its commercially reasonable efforts to find a replacement in a timely manner.

2. Independent Contractor.
The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor that each Consultant shall be an employee of Sunbelt and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Sunbelt agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Sunbelt does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Sunbelt will notify Client in advance of the assignment in order to receive approval of this arrangement.

3. Telepractice Services.
Sunbelt, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D –VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

4. Insurance.
Sunbelt will maintain at least the following minimum amounts of insurance:
  General Liability - $2,000,000 per occurrence and $4,000,000 aggregate.
  Workers Compensation - in accordance with state regulations.
  Employer's Liability - $1,000,000.
  Excess Liability over General Liability and Employer's Liability - $5,000,000 per occurrence and $5,000,000 aggregate.
  Professional Liability of $1,000,000 per occurrence and $3,000,000 aggregate.
  Sexual Abuse and Molestation - $1,000,000 per occurrence and $3,000,000 aggregate.

5. Competency and Licensing.
Sunbelt will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. Sunbelt will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Sunbelt will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Sunbelt will make available to Client all appropriate Consultant records that Sunbelt may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. Sunbelt will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

6. On-Site Responsibility.
Client is responsible for providing all orientation, support, facilities, training, direction, and means for the Consultant to complete the assignment. Client acknowledges that Sunbelt is not providing special education and/or related services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of practice and acknowledges that Sunbelt is not responsible for the Consultant's on-site performance given that Sunbelt does not have the capacity to provide direct, on-site supervision of daily activity. Client

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acknowledges that any deviation of the Client's policies and procedures as orientated to Sunbelt's Consultant should be reported in writing and directly to Sunbelt immediately so that Sunbelt may be provided an opportunity to offer correction and/or counseling of unacceptable practices by Consultant. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

7. Employment of Consultants.
Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by Sunbelt for a period of one year after the latest date of introduction, referral, or placement or the conclusion of Consultant's assignment through Sunbelt. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to $22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Sunbelt upon start date.

8. Equal Opportunity.
It is the policy of Sunbelt to provide equal opportunity to all Consultants for employment. Sunbelt and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

9. Professional Fees.
Client will pay Sunbelt based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. Sunbelt pays its Consultant(s) overtime in compliance with federal, state, and/or local laws. Sunbelt will bill Client at one and one-half times the regular bill rate for all hours Sunbelt is required to pay the Consultant(s) overtime. It is Client's responsibility to notify Sunbelt if pre-approval is required for any or all overtime hours prior to any such hours being worked. Client contract with a Consultant requiring relocation, Client will pay a one-time fee of four hundred dollars ($400.00) to cover travel and relocation expenses for each Consultant assigned to Client facility(ies).

10. Deposit and Payment Terms.
Client will be billed for a deposit per Consultant in the amount equal to one (1) month's billings or Five Thousand dollars ($5,000) whichever is greater that will be due and payable five (5) business days prior to the scheduled first day of work by the assigned Consultant. At the conclusion of the Consultant(s)'s assignment(s), including any extensions, the deposit shall be applied to any remaining invoices or returned to the client if all invoices are paid in full. Public funding sources do not waive the requirement for deposit.

Client will be billed on a weekly basis for all services provided during the previous week. Payment is due within fifteen (15) days of receipt of invoices. Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, Sunbelt reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

11. Timekeeping and Invoicing.
Client will ensure that Consultants accurately record the start and stop times for all hours worked, in accordance with the Client's policies utilizing the Client designated method which may include the submission of Sunbelt's timesheet. Timesheets are due weekly by 12:00 PM on the Monday following the end of Client's designated workweek.

Sunbelt will generate an invoice for Client based on timesheets submitted. Client must review the invoice and notify Sunbelt of any errors, including billed hours or improper rates, immediately and in writing. Invoicing errors not received within thirty (30) days of the date of invoice shall not be disputed and invoices will be due in full.

12. Administrative Responsibilities.
Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify Sunbelt in writing within three (3) business days of alleged failure. Failure to notify Sunbelt before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by

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Client's assigned representative are not subjected to billing dispute if Client fails to notify Sunbelt of time sheet and work performed discrepancies.

13. Limitation of Liability.
NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

14. Incident and Error Tracking.
Client will report to Sunbelt any performance issues, incidents, errors and other events related to the care and services provided by Sunbelt employees. Sunbelt will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

15. Reporting of Work-Related Injuries.
Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate by the Client and suitable to the setting to which Sunbelt's Consultant has been assigned. Client ensures compliance with all applicable OSHA obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Sunbelt within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to Sunbelt concurrently with Client for the purpose of reporting such event to Sunbelt's worker's compensation carrier. If Sunbelt's Consultants are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Sunbelt and Sunbelt's Consultant.

16. Termination of Contracted Assignment with Cause.
Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered averse to the overall operation of Client. Client may request that Sunbelt facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless Sunbelt has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Sunbelt's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Sunbelt's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Sunbelt in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 14 of this agreement. Sunbelt shall have five (5) business days to refill the position in the event of termination with cause. Should Sunbelt identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultant's assignment.

17. Termination of Contracted Assignment without Cause.
Client may cancel an assignment with sixty (60) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 60-day period of notice. In the event Client is unable to provide sixty (60) days' notice of termination, Client will be billed for sixty (60) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Sunbelt as a result of such cancellation.

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18. Guaranteed Minimum Hours.
Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.

19. Paid Sick Leave.
For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

20. Unscheduled Facility Closure Policy.
Sunbelt will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by Sunbelt. Sunbelt and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of 75% of the regular hourly bill rate for the total hours normally scheduled for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

21. Multiple Locations.
If client requires Consultant to travel to and perform services at more than one location, Client will compensate Sunbelt for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

22. Issue Resolution.
In the event Client encounters an issue that is not satisfactorily resolved by its Sunbelt representative, Client should escalate the issue to the appropriate Sunbelt manager by calling 800-659-1522 or emailing info@sunbeltstaffing.com.

23. Indemnification.
To the extent permitted by law, each party will be responsible for damages associated with third party claims to the extent of their respective negligence, willful misconduct or breach of this agreement.

24. Confidentiality.
Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement**. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information.

Disclosures required by law including properly executed Freedom of Information Act requests and information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement shall be the only exceptions permitted under this Agreement.

Confidential Information of Sunbelt shall include, but is not limited to, any and all unpublished information owned or controlled by Sunbelt and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Sunbelt and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an

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injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

25. Family Education Rights and Privacy Act.
Sunbelt shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by Sunbelt and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

26. State Retirement System Notice.
Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultants and fulfilling all associated administrative duties. Client shall immediately notify Sunbelt if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise Sunbelt of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to Sunbelt by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by Sunbelt.   The Client and Sunbelt expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

27. Conflicts of Interest.
The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

28. Notices.
All notices required to be given in writing will be sent to the names/addresses listed below.

Sunbelt Staffing LLC	*To Client*
Contract Department	Client: Navigator Schools District
501 Brooker Creek Blvd	
Suite A-400	Address: 650 San Benito St. Suite 230, Hollister, CA 95023
Oldsmar, FL 34677	
contractnotices@sunbeltstaffing.com	

29. Survival.
The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

30. Termination of Agreement.
Either party may terminate this Agreement for any reason with sixty (60) days written notice. Any deposit or balance of deposit on account for Client will be refunded after all outstanding invoices are satisfied.

30. Governing Law.

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This Agreement shall be governed by the laws of the state of Delaware.

31. Modification of Agreement.

This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

32. Entire Agreement.

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. *(Please return all pages of this Client Services Agreement)*.

Client ID – CLIENT NAME

350530-Navigator Schools District

Tina Hill

08/10/2023

Client Representative Signature   Date

Tina Hill

Print Name

Director of Student Services

Title

Sunbelt Staffing, LLC

Christopher Acevedo

Christopher Acevedo
Division Director
August 11, 2023   12:57 UTC
IP: 38.140.226.242

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Client Services Agreement – Charter Schools and Non-Public Schools or Districts   Rev 01/2023

Sunbelt

Client Assignment Confirmation

Education Division
Addendum A
PID: __

Client agrees to pay Sunbelt Staffing LLC ("Sunbelt" ot "the Company") for hours worked by Consultant on the following terms:

Client Name:	Navigator Schools District
Client Location:	650 San Benito St. Suite 230 Hollister CA 95023 United States
Sunbelt Consultant:	Daisy Lopez
Position:	Speech Language Pathologist Assistant

Assignment Start Date:	08/13/2024	Assignment End Date:	06/06/2025
Bill Rate *per Hour*:	$75.00	Overtime Rate *per Hour*:	$112.50

Minimum Weekly Hours:	37.5 Weekly hours are based on service date according to published school calendar
Expenses:	Unless otherwise stated, Bill Rate is inclusive of all expenses.
Miscellaneous:	N/A

Account Executive Information: Chase Stanley
chase.stanley@sunbeltstaffing.com
8135439904

Sales tax will be added to professional fees if required by state law and client is not a tax exempt entity.

If Sunbelt Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.

Option of virtual services will be offered by Sunbelt in lieu of onsite services.

All precautions will be taken by the Client to create a safe and healthy environment.

Should Client desire to convert the Consultant named above from contracted personnel to a direct employee, Client shall reach out to their Company representative for detailed information.

The Consultant working this assignment is subject to the California Meal and Rest Break Period Laws. Client shall adhere to and enforce the state-mandated meal and rest breaks as defined within California's Wage and Hour Laws.

By: 350530-Navigator Schools District

Print Name: _____

Title: _____

Date: _____

Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless Sunbelt is notified of changes by Client within forty-eight (48) hours of client's receipt of this Client Assignment Confirmation.

Toll Free Phone 800-776-7713
Toll Free Fax 877-309-9795
www.sunbeltstaffing.com

Sonja Biggs Educational Services, Inc.

SONJA BIGGS EDUCATIONAL SERVICES, INC.
AGREEMENT FOR EDUCATIONAL SERVICES

The following is an Agreement by and between Navigator Charter Schools ("Facility") and Sonja Biggs Educational Services, Inc. ("Company"), (each a "party" or together "parties"), executed and entered into as of the last date when both parties have executed the Agreement. This Agreement is intended to be a stand-alone agreement, however if there are any other agreements between the parties, this Agreement amends and supersedes any other agreement between the parties including but not limited to a "Master Contract".

RECITALS

DISTRICT CONTRACT/AMENDMENT

NOW THEREFORE, pursuant to the following terms and conditions the Facility and Company hereby agree as follows:

A. **TERM.** The term of this Agreement (the "Term") shall commence on the date when both parties have signed the contract and end on July 31, 2025, unless the work is completed, or the Agreement is terminated sooner.

B. **SERVICES. Services will not commence until both parties have signed this Agreement.** Company shall perform in a competent and professional manner, the services described in **Exhibit A**, attached hereto and incorporated herein by reference (collectively, the "Services").

C. **PRICING**. Refer to **Exhibit A**.

D. **COMPENSATION.** In exchange for the performance of the Services at the rates specified on **Exhibit A**, Facility agrees to pay Company upon receipt of an itemized billing by Company. Billing will be sent to: _____. Facility will be billed on a bi-weekly basis with all amounts payable thirty (30) days after the Company submits invoices. For purposes of this Agreement, "payment" shall mean the act of depositing checks in the United States Postal Service mail for delivery to the Company. The Facility agrees that if any fees or costs billed to the district are not paid within thirty (30) days of the invoice date, Company may immediately terminate its services to Facility. In addition, a monthly interest late fee of 1.5% of the previous month's outstanding bill will be added to the next month's billing statement for every month the invoice is late, if the outstanding bill has not been paid within 30 days.

Checks should be made payable to: **Sonja Biggs Educational Services, Inc.**

Mail to:
First Foundation Bank
323 20th Street
Oakland, CA 94612

E. **INDEPENDENT CONTRACTOR STATUS.** It is understood that Company is not a nonpublic agency (NPA) or nonpublic school (NPS) as defined by the California Education Code. It is also understood that company is an independent contractor, is responsible for

Sonja Biggs Educational Services, Inc.

accomplishing the results required herein, and Facility shall not be liable to Company for any payments, benefits, loss, costs, expenses, or injury or damages to Company's person or property, except Facility's liability to Company for his compensation for services performed herein. Company shall not be entitled to receive any benefits normally provided to Facility's employees, including health insurance benefits, paid vacation, or any other employee benefits. Facility shall not be responsible for withholding income or other taxes from payments made to Company. Company shall be solely responsible for filing all returns and paying any income, social security or other tax levied upon or determined with respect to the payments made to Company pursuant to this Agreement. Company states and affirms that it is acting as a free agent and independent Company, and that this Agreement is not exclusive. Company may enter any other contracts with other entities as Company sees fit.

F.   **COMPLIANCE WITH LAWS.** Company shall comply with all federal, state and local laws and ordinances governing the operation of this Agreement. Without limiting the generality of the foregoing, Company shall comply with any applicable fingerprinting and TB clearance requirements of the California Education Code and shall provide certifications satisfactory to the Facility, in substantially the form attached hereto as **Exhibit B**.

G.   **CONFIDENTIALITY.** Company agrees to hold confidential information obtained from the Facility, including any student or personnel information, whether obtained through observations, documentation or otherwise, in strict confidence and shall not without prior permission of the Facility disclose to anyone any such confidential information. Company will protect such information and treat it as strictly confidential.

H.   **INDEMNIFICATION.** Each party ("Indemnifying Party") agrees to indemnify and hold the other ("Indemnified Party") and its board members or directors, as applicable, and its officers, employees and agents, harmless with respect to any and all claims, losses, damages, liabilities, judgments, expenses and costs, including reasonable attorney's fees, arising out of this Agreement or the Services and incurred by the Indemnified Party to the extent proximately caused by any action or omission of the Indemnifying Party. The parties agree to promptly notify each other upon receipt of any claim or legal action arising out of activities conducted pursuant to this Agreement. The rights and responsibilities established in this paragraph shall survive indefinitely the expiration or termination of this Agreement.

I.   **INSURANCE.** The Company will maintain and furnish evidence upon request proof of the following insurance:

Insurance Type	Each Claim	Aggregate
Professional Liability	$3,000,000	$3,000,000
General Liability	$3,000,000	$3,000,000
Auto	$1,000,000	$3,000,000
Sexual Abuse and Molestation Liability	$1,000,000	$1,000,000

Agreement for Educational Services   2 of 11

Sonja Biggs Educational Services, Inc.

J.   **ATTORNEYS FEES.** In the event of any claim, dispute, or legal proceeding arising out of or relating to this Agreement, the party prevailing in such dispute shall be entitled to recover, and the other party shall pay, all reasonable fees, costs and expenses incurred in connection therewith.

K.   **NOTICE.** Unless otherwise specified in this Agreement or agreed to in writing by the Parties, notices and any other information required or contemplated under this Agreement may be given by first-class U.S. mail, express delivery service, or email at the addresses indicated on the signature page.

L.   **GOVERNING LAW; VENUE.** This Contract shall be construed and interpreted pursuant to the laws of the State of California, without regard to any conflict of laws principles. Jurisdiction and venue shall be in Santa Clara County, wherein this Contract shall be deemed to have been executed and Services of the Personnel performed. Any attempt to remove venue to another jurisdiction, unless mutually agreed in writing, shall constitute a material breach of this Agreement.

M.   **ARBITRATION.** District and Company agree that in the case of any dispute between them relating to Services performed by Personnel at any time, or relating to the terms and conditions of this Agreement, shall be submitted to binding arbitration pursuant to the Federal Arbitration Act. The arbitration shall be conducted by and pursuant to the rules of Judicial Arbitration and Mediation Services ("JAMS") in effect at the time of the initiation of the arbitration and the decision of the Arbitrator shall be binding on the Parties. Each party shall bear their own costs at arbitration, but the Parties agree that the arbitrator shall have the authority to award the costs of arbitration, including reasonable attorney's fees, to the prevailing party. This arbitration provision does not modify any other provision of this Agreement requiring indemnification. The written decision of the Arbitrator shall be final and binding. This agreement to arbitrate shall be deemed to be a self-executing arbitration agreement. Any dispute concerning the interpretation or the enforceability of this arbitration provision, including, without limitation, its revocability or voidability for any cause, any challenges to the enforcement or the validity of the Agreement, or the arbitration provision, or the scope of arbitrable issues under this provision, and any defense relating to the enforcement of this provision, including, without limitation, waiver, estoppel, or laches, shall be decided by an arbitrator in accordance with this section and not by a court of law. The venue of the arbitration shall be in Santa Clara County. This agreement to arbitrate does not apply to disputes or claims that are expressly excluded by statute, state law, or applicable court decision from being resolved by mandatory arbitration. However, consistent with applicable law, the Parties specifically acknowledge that they understand and do hereby expressly agree that this agreement to arbitrate shall constitute a waiver of any participation in any class action, collective action, or representative action proceeding of any claim that is subject to arbitration. The Party seeking arbitration under this provision, shall send a written demand for arbitration to the other Party within the applicable statute of limitations period if the matter had been brought in a court of law. If the demand for

Agreement for Educational Services

Sonja Biggs Educational Services, Inc.

arbitration is not submitted in accordance with the aforementioned time limitation, the initiating party will not be able to raise the claim in arbitration or any other forum.

N. **WAIVER.** Waiver of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by either party of any breach or default shall not constitute a waiver of any other provision or of any subsequent breach or violation of any provision of this Agreement. Acceptance by Facility of any Services shall not constitute a waiver of any of the provisions of this Agreement or of any indemnification or insurance obligation of Company.

O. **AUTHORITY TO EXECUTE.** The person executing this Agreement on behalf of Company represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Company to the performance of its obligations hereunder.

P. **COMPANY PERSONNEL.** The facility agrees to provide meal and rest breaks, as well as lactation breaks for applicable employees of the Company in accordance with California state and local laws. The facility also agrees to allow Company employees leave for applicable protected leaves of absence, including disability, pregnancy disability, FMLA, CFRA, NPLA, sick leave, and miscellaneous leaves as protected by federal, state, and local laws. The Company will strive to provide the Facility with a qualified substitute during protected leaves, but due to the nature of work, this may not always be possible. In the event a qualified substitute is not provided, the Company will prorate the invoice to reflect time not served. If an employee of the Company requires "reasonable accommodation" to fulfill their role, the Facility will collaborate with the Company to ensure that reasonable accommodation is provided. The Facility agrees to not unlawfully discriminate against Company personnel. The Facility also agrees to ensure workplace safety, in accordance with OSHA, CalOSHA, federal, state, and local laws.

Q. **RESTRICTIONS AND REQUIREMENTS.** 1) Facility shall provide orientation for personnel wherein general policies and procedures of the Facility related to the rendering of services in the facilities will be explained. 2) The Company and its employees and contractors will not act as IEP case managers for any student. 3) All Company personnel that work with a student will be invited to and attend the student's IEP. In addition, a complete and full copy of the IEP for each student shall be provided to the Company within five days after execution of this agreement. 4) The Facility shall provide Interpreter services if the parents of the student speak a language other than English. These Interpreter services will be provided at all IEP's and when requested by the Parents or the Company to assist in evaluations or parent communication in general. If the Facility fails to provide an Interpreter at an IEP or when requested, the Company may provide its own Interpreter which will be billed to the Facility at the rates specified in Exhibit A. 5) For Services provided requiring American Printing House for the Blind ("APH") support, Facility shall identify person(s) in charge of APH and outline the process for purchasing APH items no later than two (2) weeks following the start of services. If APH items are not confirmed as ordered for the student within two (2) weeks of the IEP then the Company will purchase the items and invoice the Facility for reimbursement. Time spent on these activities will be billed to the Facility at the TVI hourly rate specified in Exhibit A. 6) Facility shall identify person(s) in charge of low incidence disabilities ("Low

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Sonja Biggs Educational Services, Inc.

Incidence") and outline the process for purchasing Low Incidence items no later than 2 weeks following the start of services. If Low Incidence items are not confirmed as ordered for the student within two (2) weeks of the IEP then the Company will purchase the items and invoice the Facility for reimbursement. Time spent on these activities will be billed to the Facility at the TVI hourly rate at the rates specified in Exhibit A.

R. **MATERIAL PREPARATION.** Facility shall identify and provide all curriculum, including textbooks, online curriculum, digital and paper materials, no later than two (2) weeks following the start of services or within three (3) days any time new curriculum, assignments or reading materials are assigned. If curriculum is not provided within two (2) weeks following the start of services then the Company will purchase and provide accessible curriculum. Time spent on these activities will be billed to the Facility at the TVI hourly rate at the rates specified in Exhibit A. Due to the complexity, time and resources needed to transcribe textbooks, cancellations of textbook transcription requests will result in a 50% fee of the total estimated cost.

S. **TERMINATION.** This contract may be terminated upon thirty (30) days prior written notice sent to the addresses of the other parties specified on the signature page of this contract.

T. **CANCELLATIONS.** Cancellations for scheduled services made less than 24 hours before the start of the scheduled service will result in the full service charge.

U. **SEVERABILITY.** In case any one or more of the provisions contained in this Agreement is for any reason held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of this Agreement, and such invalid, illegal, or unenforceable provision shall be reformed and construed so that it will be valid, legal, and enforceable to the maximum extent permitted by law.

V. **ENTIRE AGREEMENT.** This Agreement constitutes the entire agreement between the parties hereto with respect to its subject matter and supersedes any and all prior agreements, discussions, or understandings, whether written, oral or implied, with respect to the subject matter of this Agreement. This Agreement may not be modified or amended without the prior written consent of each party.

Agreement for Educational Services

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Sonja Biggs Educational Services, Inc.

IN WITNESS WHEREOF, the parties hereto have subscribed their names to this Agreement on the dates set forth below.

Sonja Biggs Educational Services, Inc.   **Navigator Charter Schools**

Name: _____   Name: _____

Signature: _____   Signature: _____

Title:_____   Title: _____

Date:_____   Date: _____

Address for Notice:

7483 Dornoch Court   650 San Benito St,
Gilroy, California 95020   Hollister, CA 95023
Attn: Lindy Culler, COO   Attn: _____
Phone: 408-455-6559   Phone: _____
Email: lindy.culler@sbesinc.com   Email:_____

Information Concerning Company:

State of incorporation or formation: California   License #: 14240
Type of Business Entity: Corporation TIN   47-5227770
Company Phone: 408-455-6559

Agreement for Educational Services   6 of 11

Sonja Biggs Educational Services, Inc.

EXHIBIT A

TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
Sonja Biggs Educational Services, Inc., dated as indicated in the term of this Agreement defined in Recital A.

SERVICES

I.   Company will perform the following Services:

Service	24-25 Rate	Discount Rate	Significantly Discounted Rate	Per
Teachers of the Blind & Impaired	$241.00	$234.00	$199.00	Hour
Orientation & Mobility Specialist	$241.00	$234.00	—	Hour
TVI Cost of Travel (additional to hourly rates apply)	$4,500.00	$4,000.00	—	Trip
TVI Assistant	$159.00	$154.44	$130.90	Hour
TVI Assistant Mileage	$0.67	—		Mile
Interpreter (Any Language) 2-HourMinimum per session	$150.00	$145.37	—	Hour
Large Print, Tactile, Braille	$80.00	$77.34	—	Hour
Teacher Mentoring	$241.00	$234.00	—	Hour
Accessibility Consulting	$241.00	$234.00	—	Hour
ASL Interpreter 2-Hour Minimum per session	$150.00	$145.37	—	Hour

II.   During performance of the Services, Company will keep the Facility apprised of the status of performance by delivering service logs attached to each invoice.

III.   Services include:

      a.   Direct services
      b.   Indirect services (including lesson planning and documentation)
      c.   Consult with student, family, and IEP team
      d.   Assessment services (includes intake, annual, and tri-annual)
      e.   IEPs
      f.   Team meetings
      g.   Drive time
      h.   Transcription or large print coordination
      i.   Coordination of LI requests
      j.   Managing APH Federal Quota Funds
      k.   Administration or documentation of services

Agreement for Educational Services   7 of 11

Sonja Biggs Educational Services, Inc.

IV.   Mileage rate is based on the current mileage rate published by the IRS which is subject to change on a yearly basis and occasionally more frequently. The rate charged will be updated to reflect any changes to the IRS mileage rate. www.irs.gov

Agreement for Educational Services   8 of 11

Sonja Biggs Educational Services, Inc.

EXHIBIT B

TO AGREEMENT FOR EDUCATIONAL SERVICES WITH
Sonja Biggs Educational Services, Inc., dated as indicated in the term of this Agreement defined in Recital A.

CERTIFICATIONS

See Attached, the following:

- ✔ Fingerprinting/Criminal Background Certification.
- ✔ Tuberculosis Clearance.
- ✔ List of personnel.

FINGERPRINTING/CRIMINAL BACKGROUND CERTIFICATION

(NOTE: This Certification is required in connection with all agreement for services and public work contracts that might allow persons other than Facility staff to come into contact with Facility students)

The undersigned does hereby certify to the governing board of the Facility that I am a duly authorized representative of the Company under the Agreement for Services ("Agreement") to which this Certification is attached. I further certify as follows:

The Company has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Company's employees and all of its sub-Companies' employees who may have contact with Facility pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Company's employees and of all of its sub-Companies' employees who may come in contact with Facility pupils during the course and scope of the Contract is attached hereto.

Name: _____

Title: _____

Date: _____

Legal Name of Company: Sonja Biggs Educational Services, Inc.

Signature: _____

Agreement for Educational Services   9 of 11

Sonja Biggs Educational Services, Inc.

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Board of the Facility as follows:

1. I am a representative of the Company currently entering into this Agreement with the Facility and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Company. Company's responsibility for tuberculosis clearance extends to all of its employees, sub-Companies, and employees of sub-Companies coming into physical contact with Facility pupils regardless of whether they are designated as employees or acting as independent contractors of the Company.

2. The following item applies to the Services that are the subject of the Agreement:

   X The Company ensures that each person providing any portion of the Services has submitted to an examination by a physician or surgeon, within 60 days of Board approval of the contract, or if previous contractor to the Facility, within the last four years, and each such person is free of active tuberculosis.

   o If there is however a positive result, chest x-ray verification is required.

   o Upon the Facility's request, a complete and accurate list of Company's employees and of all of its sub-Company's employees, who may come into physical contact with Facility pupils in connection with the Agreement, will be furnished and the date of each person's examination will be included.

   □ The Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any Facility property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with Facility pupils.

By signing below on behalf of Company, I certify that I am an authorized signatory and that the information provided herein is true and accurate. I further certify that during the Term of this Agreement, if I learn of additional information which differs from the responses provided above, or if I engage an additional employee/agent/volunteer/subcontractor or representative to provide Work or Services under the Agreement, I shall forward this additional information to the Facility immediately.

Name: _____

Title: _____

Date: _____

Legal Name of Company: Sonja Biggs Educational Services, Inc.

Signature: _____

Agreement for Educational Services

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Sonja Biggs Educational Services, Inc.

List of Personnel

The following employees and or subcontractors will be fulfilling the services under this agreement:

Name	Title	Email
Sarah Chatfield	CEO/TVI	sarah.chatfield@sbesinc.com
Nick Leon	TVI/COMS	nick.leon@sbesinc.com
Britt Reel	TVI/COMS	britt.reel@sbesinc.com
Amie Hankins	TVI	amie.hankins@sbesinc.com
Brittany Jumper	TVI	brittany.jumper@sbesinc.com
Heather Willoughby	TVI	heather.willoughby@sbesinc.com
Whitney Russell	TVI	whitney.russell@sbesinc.com
Alexandra Bradstreet	TVI	alexandra.bradstreet@sbesinc.com
Danielle Messett	TVI	danielle.messett@sbesinc.com
Colleen Havey	TVI	colleen.havey@sbesinc.com
Genie Velasquez	TVI	genie.velasquez@sbesinc.com

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Services & Pricing Guide

	24-25 Pricing	24-25 Pricing (With One-time Courtesy Discount)	2024-2025 Pricing (A one-time heavily Discounted rate)	
Teachers of the Blind & Visually Impaired				
Services include: Direct services Indirect services (including lesson planning and documentation) Consult with student, family, and IEP team Assessment services (includes intake, annual, and tri-annual) IEPs Team meetings Drive time Transcription or large print coordination Coordination of LI requests Managing APH Federal Quota Funds	$241	$234	$199	Hourly
Orientation & Mobility Specialists				
Services include: Direct services Indirect services (including lesson planning and documentation) Consult with student, family, and IEP team Assessment services (includes intake, annual, and tri-annual) IEPs Team meetings Drive Time Transcription or large print coordination Coordination of LI requests Managing APH Federal Quota Funds	$241	$234	$234	Hourly
Cost of Travel				
Travel Cost-Per Trip (additional to hourly rates apply)	$4,500.00		$4,000.00	Trip
Other Services we provide:				
TVI Assistant / Learning Facilitator	$154.44	$135.00	$130.90	Hour
Interpreter (any language) 2 hour minimum per session	$150	$145.37	$145.37	Hour
Braille	Custom Quote	Custom Quote	Custom Quote	
Large Print	$80	$77.34	$77.34	Hour
Non-Braille Tactile Materials	Custom Quote	Custom Quote	Custom Quote	
LaTeX Tutoring/Transcription Services	Custom Quote	Custom Quote	Custom Quote	
VI Technology Rental	Custom Quote	Custom Quote	Custom Quote	
Teacher Mentoring	$241	$234	$234	Hour
Professional Development Workshops	Custom Quote			
Accessibility Consulting	$241	$234	$234	Hour
Intensives focusing on Expanded Core Curriculum for VI Students	Custom Quote	Custom Quote	Custom Quote	
Independent Evaluations	Custom Quote	Custom Quote	Custom Quote	
Private student tutoring	$241	$234	$234	Hour
ASL Interpreter - 2 hour minimum per session	$150	$145.37	$145.37	Hour

Coversheet

LCAP Local Indicators

Section: III. Topical
Item: A. LCAP Local Indicators
Purpose: FYI
Submitted by:
Related Material: 2024_GPS_Local_Indicators.docx.pdf__06.26.24_.pdf
                       2024_HPS_Local_Indicators_.docx.pdf__06.26.24_.pdf
                       2024_WPS_Local_Indicators.docx.pdf__06.26.24_.pdf
                       2024_HC_Local_Indicators.docx.pdf__06.26.24_.pdf

Gilroy Prep School, Local Indicators, June 2024

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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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.

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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).

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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

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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*

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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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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.	4

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.

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 appropropriate. 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.

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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	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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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.	4

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 employees 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 approropriate. 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

Watsonville Prep School

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 eduational 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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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.	4

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.

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 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	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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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.	5
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.

   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 employs 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)

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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.

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Coversheet

LCAP - Gilroy Prep School

Section: III. Topical
Item: B. LCAP - Gilroy Prep School
Purpose: Vote
Submitted by:
Related Material: 2024_GPS_LCAP_6-17.pdf

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

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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

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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 Neigborhood Schools 2019, 2022 and 2023

Legend: ■ 2019 ■ 2022 ■ 2023

School	2019	2022	2023
Gilroy Prep	75%	54%	54%
Eliot	36%	30%	19%
Rucker	23%	23%	18%
Glen View	29%	18%	14%
El Roble	25%	26%	23%

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SBAC Math Socioeconomically Disadvantaged Gilroy Prep and Closest Four Neigborhood Schools 2019, 2022 and 2023

Legend: ■ 2019 ■ 2022 ■ 2023
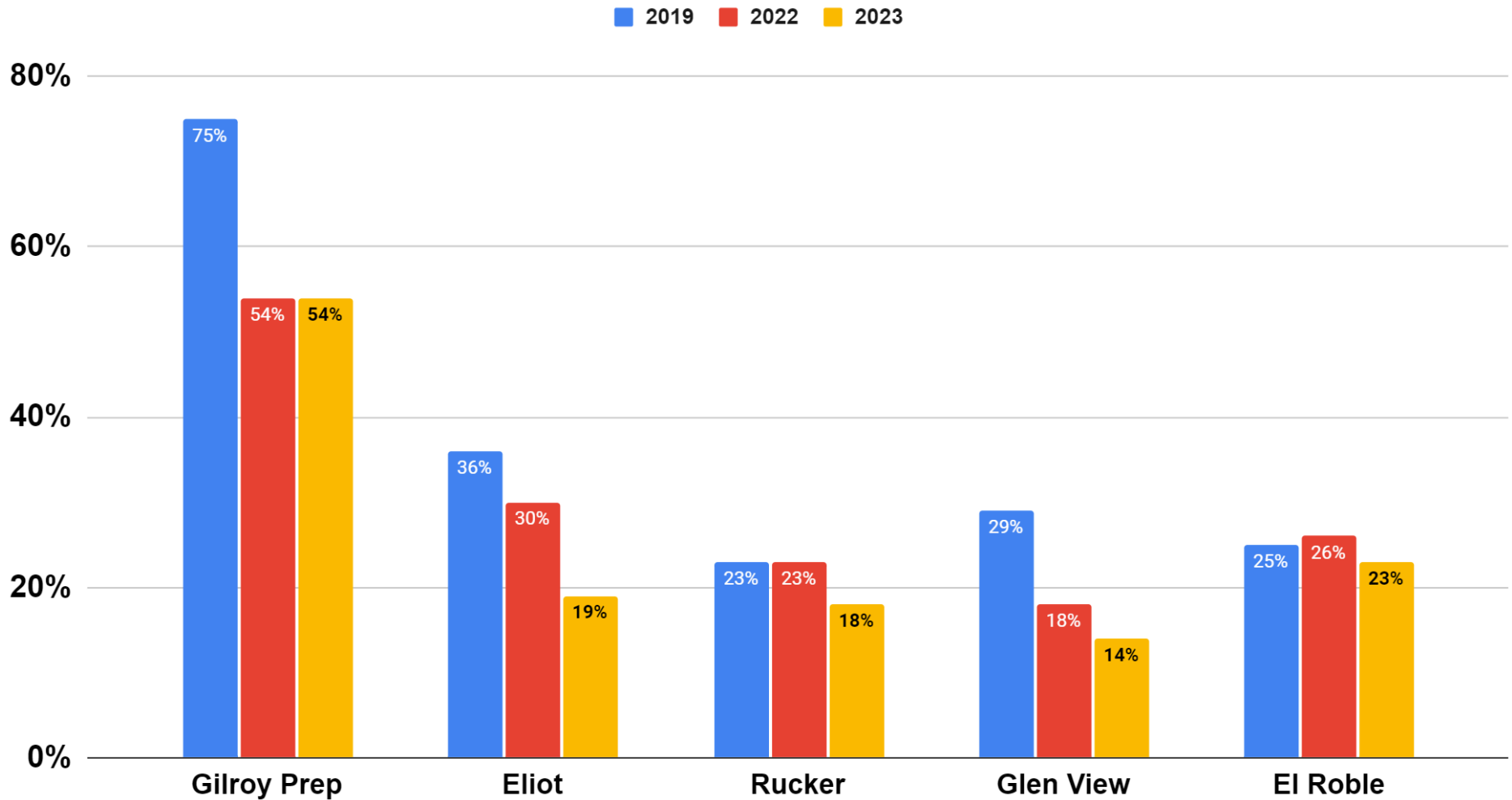
School	2019	2022	2023
Gilroy Prep	60%	38%	31%
Eliot	39%	16%	13%
Rucker	27%	22%	20%
Glen View	29%	16%	19%
El Roble	23%	18%	13%
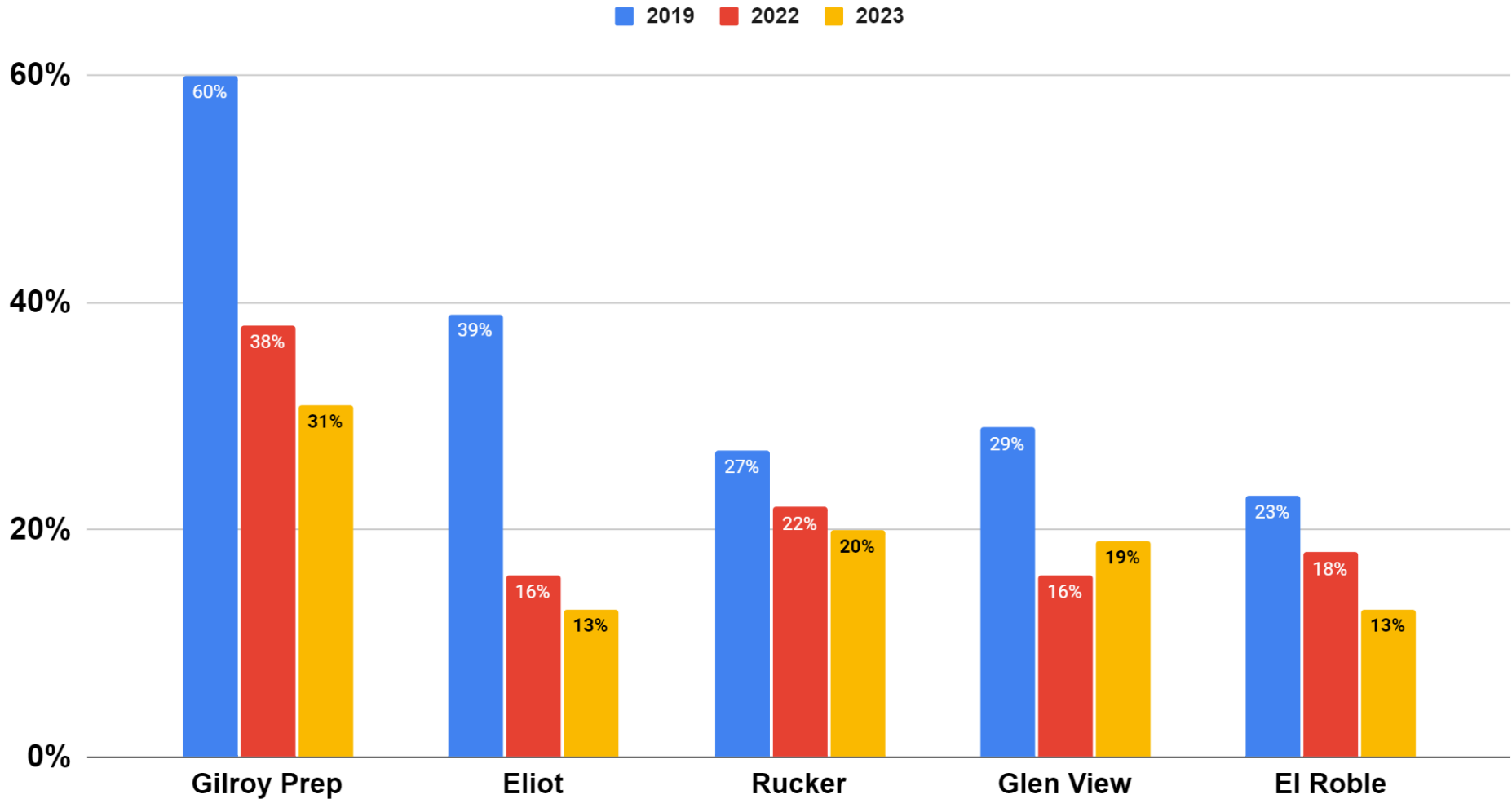
During 2023-24, Gilroy Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

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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.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Red	Orange	Red	Green

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
Yellow	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

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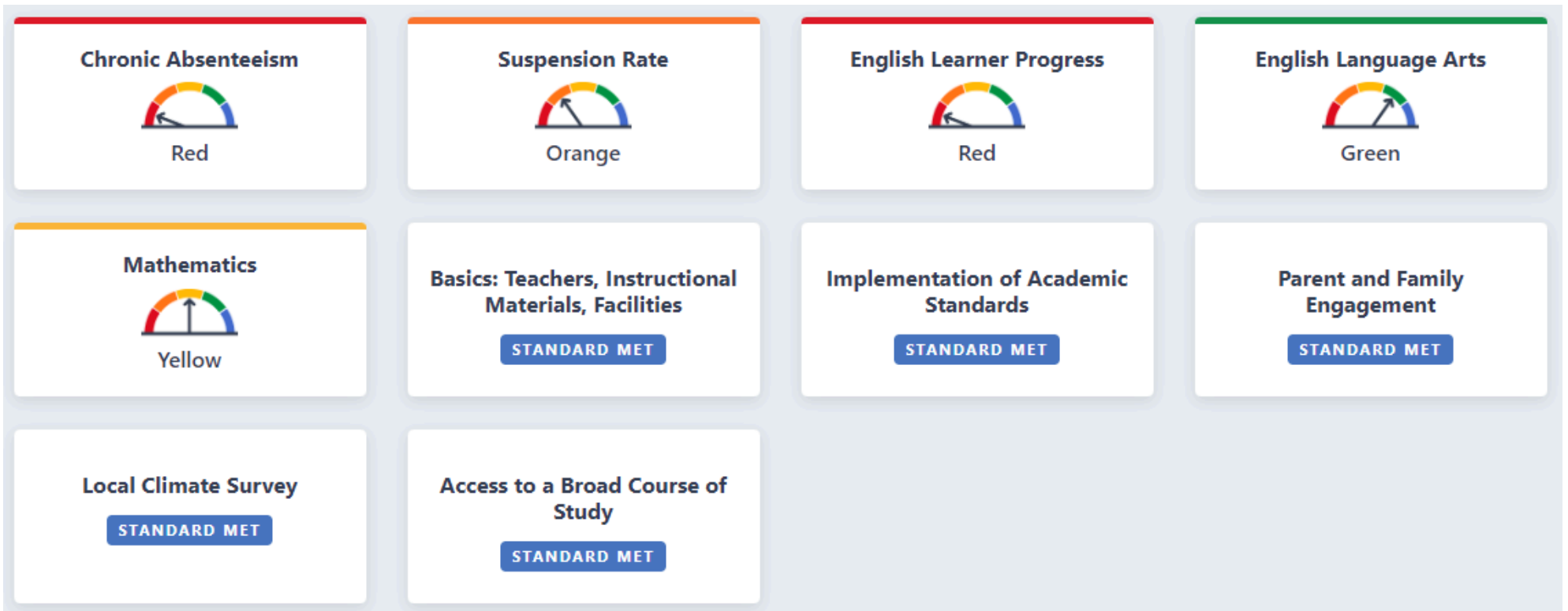
Reflections: Technical Assistance

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.

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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.

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Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel	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. 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. 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. 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. 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.
Parents	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).
Students	Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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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)	

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2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	All Students: 50.14% English Learners: 21.7% Low Income: 31.1% Students with Disabilities: 10.4% Asian: 84.9% Hispanic: 38.0% White: 67.9% (LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)			All Students: 58.14% English Learners: 29.7% Low Income: 39.1% Students with Disabilities: 19.4% Asian: 90% Hispanic: 46.0% White: 75.9% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	

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3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	All Students: 41.18% English Learners: 4.35% Low Income: 25.49% Students with DIsabilities: NA Asian: 90.90% Hispanic: 25% White: 76.92% (LEA average & all significant subgroups; Source: 2022-23 CAST assessment; caaspp-elpac.ets.org)			All Students: 49.18% English Learners: 13.35% Low Income: 34.49% Students with DIsabilities: NA Asian: 90.90% Hispanic: 33% White: 82.92% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	

4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	% of students improving a level or maintaining Level 4: 39.2% (Source: California State Dashboard, 2023) % 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/)			% of students improving a level or maintaining Level 4: 47.2% (Source: California State Dashboard) % 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/)	
5	ELA: % 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)	

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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)	

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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)	

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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.

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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

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2	Interventions	-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	-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	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	$815,687	No

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5	English learner instruction	-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 -Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching -All English Learners receive designated ELD instruction in small groups at their appropriate level -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 -Data-analysis and coaching meetings with specific focus on ELD standards and students -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 These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).	$37,500	Yes

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6	Professional development	-Professional Development sessions on: -->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 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.	$307,147	No
7	Teacher coaching and supervision	-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)

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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)	

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3	Suspension rate for all students and all numerically significant subgroups	All Students: 1.6% English Learners: 3% Low Income: 2.5% Students with DIsabilities: 1.6% Asian: 0% Hispanic: 2% White: 2.4% (Source: California Dashboard, 2023)			All Students: <1.6% English Learners: <3% Low Income: <2.5% Students with DIsabilities: <1.6% Asian: <1.6% Hispanic: <2% White: <2.4% (Source: California Dashboard)	
4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring 2024)			All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic: 0% White: 0% (Source: Student Information System)	
5	Average Daily Attendance	94.89% (Source: 23-24 P-2 report)			96% (Source: P-2 report)	

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6	Chronic Absence Rate for all students and all numerically significant subgroups	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% (Source: California Dashboard, 2023)			All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	
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)	

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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.

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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

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3	Social-emotional learning	-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	-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	-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	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 -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

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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
$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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1.2 Interventions	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. 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. 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.	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.	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 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.
1.7 Teacher coaching and supervision	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.	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.	Metrics to Monitor: - Goal 1, Metric 15 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.

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2.3 Social -emotional learning	Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. 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. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.	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. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 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.

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.	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. 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. 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,	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 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.

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.

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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	Insructional 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 additonal 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:

  o 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]).

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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?

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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:

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- 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.

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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,

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- 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.

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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

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- 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.

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- 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

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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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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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.

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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.

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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.

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- ▪ 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.

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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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

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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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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, 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.

    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.

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.

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Description

- Provide a brief description of the action.

  o 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.

  o 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.

  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.

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.

  o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

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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

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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

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- 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.

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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.

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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.

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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.

   o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   o   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.

   o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   o   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

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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.

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- **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.

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- **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).

    o **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.

    o **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.

    o 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

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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

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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)**

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o   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)**

  o   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).

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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 %)**

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- 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

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Coversheet

LCAP - Hollister Prep School

Section: III. Topical
Item: C. LCAP - Hollister Prep School
Purpose: Vote
Submitted by:
Related Material: 2024_HPS_LCAP_6-17.pdf

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.

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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

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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 Neigborhood Schools 2019, 2022 and 2023

Legend: ■ 2019 ■ 2022 ■ 2023

School	2019	2022	2023
Hollister Prep	82%	61%	64%
RO Hardin	26%	10%	20%
Calaveras	35%	21%	21%
Sunnyslope	40%	27%	27%
Ladd Lane	46%	41%	30%

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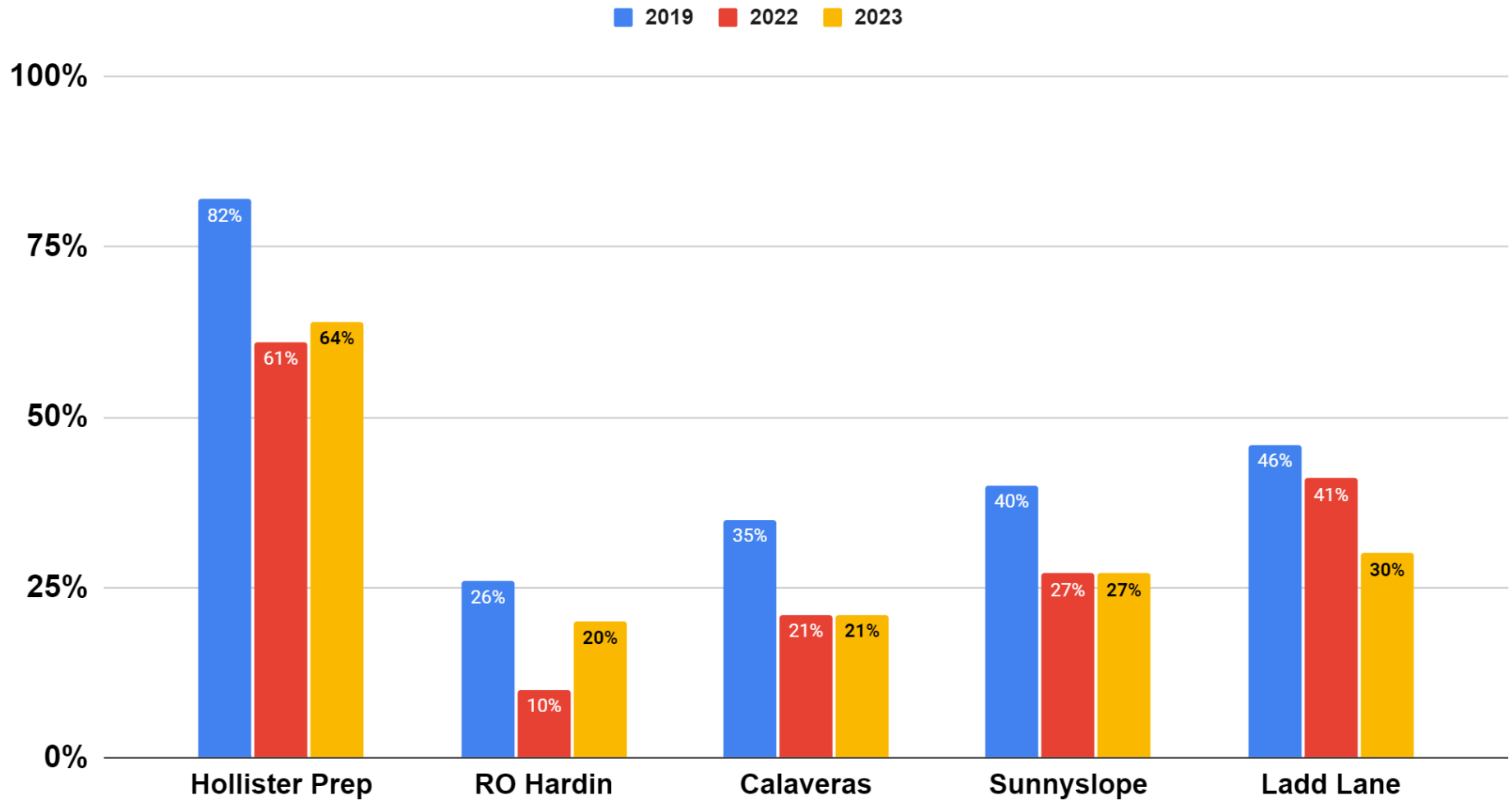
SBAC Math Socioeconomically Disadvantaged Hollister Prep and Closest Four Neigborhood Schools 2019, 2022 and 2023
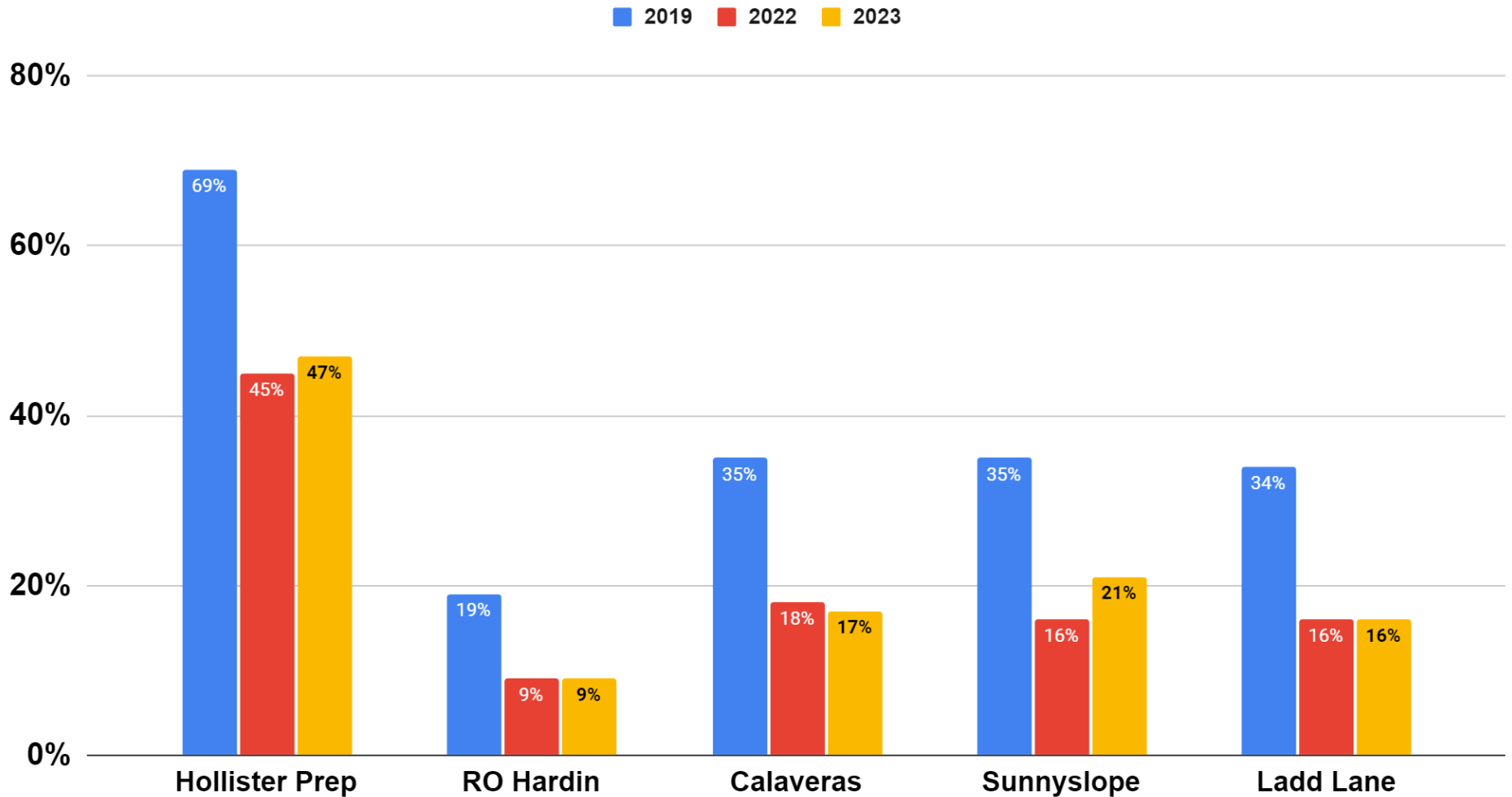
During 2023-24, Hollister Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

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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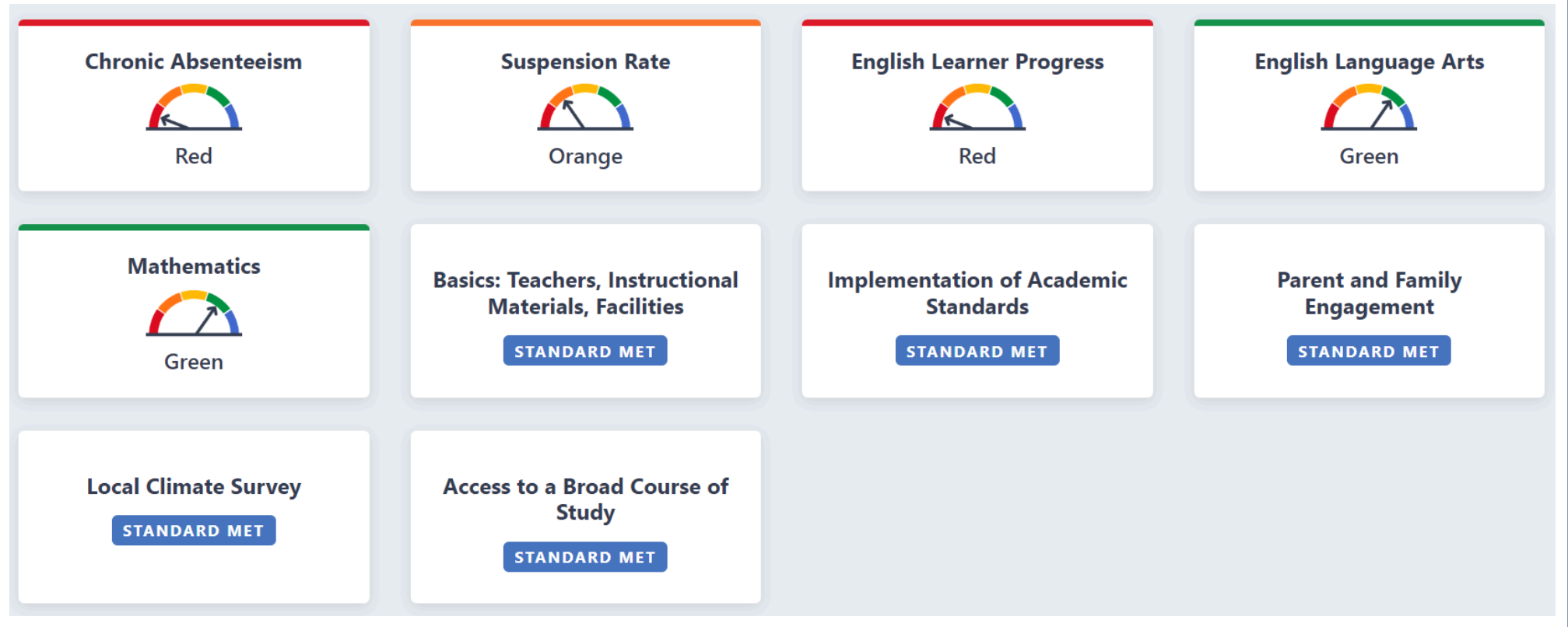 individually. By hiring a full-time staff person devoted to supporting and re-engaging chronically absent students, Hollister Prep expects to see the chronic absenteeism rate drop from 23.9% in 2023 to below 12% in 2024. We will also continue to address this with Goal 2, Action 6 of this new LCAP. By 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.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Red	Orange	Red	Green

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
Green	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study		
STANDARD MET	STANDARD MET		

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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
Teachers, Principals, Administrators, Other School Personnel	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. 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. 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. 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. 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.
Parents	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).
Students	Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.

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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)	

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3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	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)			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)	

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4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	% of students improving a level + maintaining Level 4: 43.0% (Source: California State Dashboard, 2023) % 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/)			% of students improving a level + maintaining Level 4: 51.0% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 40% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)	
5	ELA: % 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)	
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)	

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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)	

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11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	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)			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)	

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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.

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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	-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	-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	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	$672,537	No

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5	English learner instruction	-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 -Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching -All English Learners receive designated ELD instruction in small groups at their appropriate level -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 -Data-analysis and coaching meetings with specific focus on ELD standards and students -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 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/LTELs.	$37,500	Yes

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6	Professional development	-Professional Development sessions on: -->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 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.	$282,850	No
7	Teacher coaching and supervision	-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)

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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	All Students: 2% English Learners: 0.0% Low Income: 1.7% Students with DIsabilities: 2.6% Hispanic: 2.1% White: 2.1% (Source: California Dashboard, 2023)			All Students: <2.0% English Learners: <0.0% Low Income: <1.7% Students with DIsabilities: <2.6% Hispanic: <2.1% White: <2.1% (Source: California Dashboard)	
4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0% Low Income: 0% Students with DIsabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring 2024)			All Students: 0% English Learners: 0% Low Income: 0% Students with DIsabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System)	
5	Average Daily Attendance	93.91% (Source: 23-24 P-2 report)			96% (Source: P-2 report)	
6	Chronic Absence Rate for all students and all numerically significant subgroups	All Students: 21.1% English Learners: 16.1% Low Income: 24.2% Students with DIsabilities: 20.8% Hispanic: 21.8% White: 16.7% (Source: California Dashboard, 2023)			All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	

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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.

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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

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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	-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	-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	-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

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6	Chronic absenteeism support	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 -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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1.2 Interventions	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. 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. 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.	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.	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 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.
1.7 Teacher coaching and supervision	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.	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.	Metrics to Monitor: - Goal 1, Metric 15 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.

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| 2.3 Social-emotional learning | Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.

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.

Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. | 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.

Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time. | Metrics to Monitor:
- Goal 2, Metric 2
- Goal 2, Metric 3
- Goal 2, Metric 4
- Goal 2, Metric 7

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. |

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.

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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.	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. 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. 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,	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 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.

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.

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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 instuctors	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 instuctors	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:

    o   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]).

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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.

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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

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- 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

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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

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● 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

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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

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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.

  o 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

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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.

   o   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,

   o   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:

   o   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.

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- 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.

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- 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:

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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.

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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.

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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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

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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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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, 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.

    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.

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.

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Description

- Provide a brief description of the action.

  o 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.

  o 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.

  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.

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.

  o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

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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

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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.

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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.

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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.

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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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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

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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.

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- **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.

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- **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).

  o **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.

  o **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.

  o 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

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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%).

  - 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.

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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)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   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)**

    o   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

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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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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)**

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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

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Coversheet

LCAP - Watsonville Prep School

Section: III. Topical
Item: D. LCAP - Watsonville Prep School
Purpose: Vote
Submitted by:
Related Material: 2024_WPS_LCAP_6-17.pdf

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.

Watonsville 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.

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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.

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SBAC ELA Socioeconomically Disadvantaged Watsonville Prep and Closest Four Neigborhood Schools 2019, 2022 and 2023

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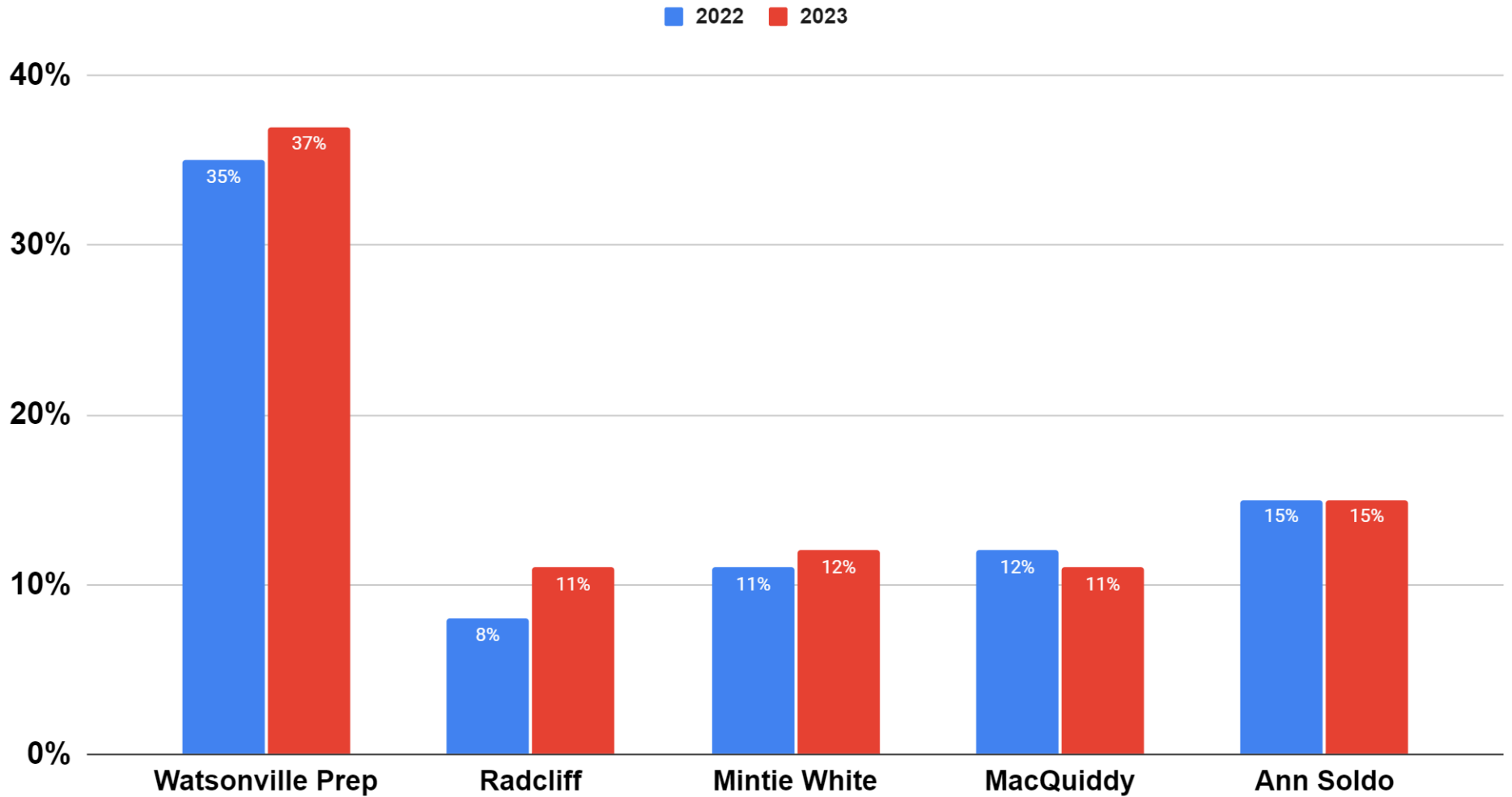
SBAC Math Socioeconomically Disadvantaged Watsonville Prep and Closest Four Neigborhood Schools 2019, 2022 and 2023
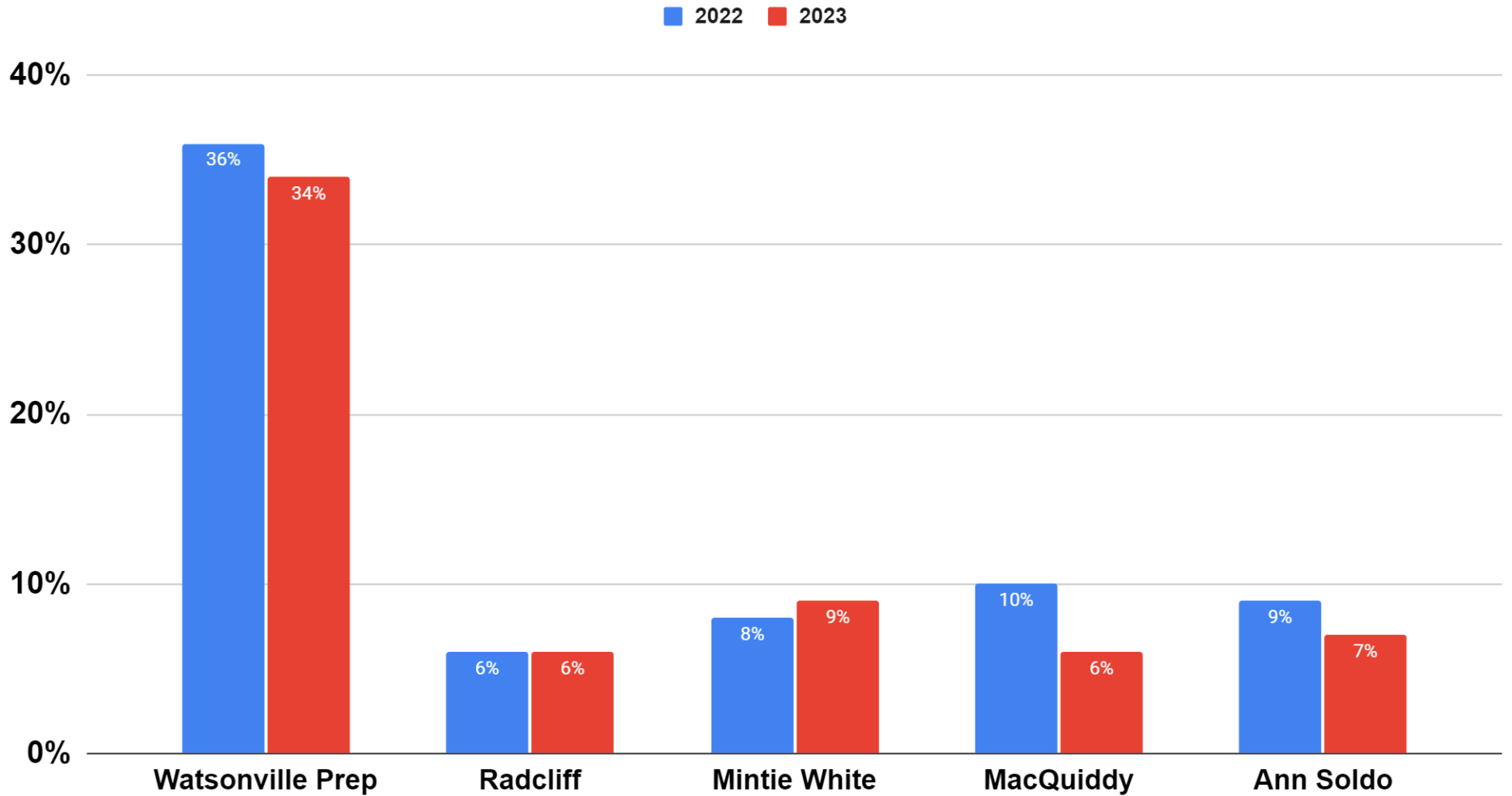
During 2023-24, Watsonville Prep focused on accelerating math achievement by fully implementing a more rigorous curriculum, Illustrative Math, and increasing intervention time in math for all students.

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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 m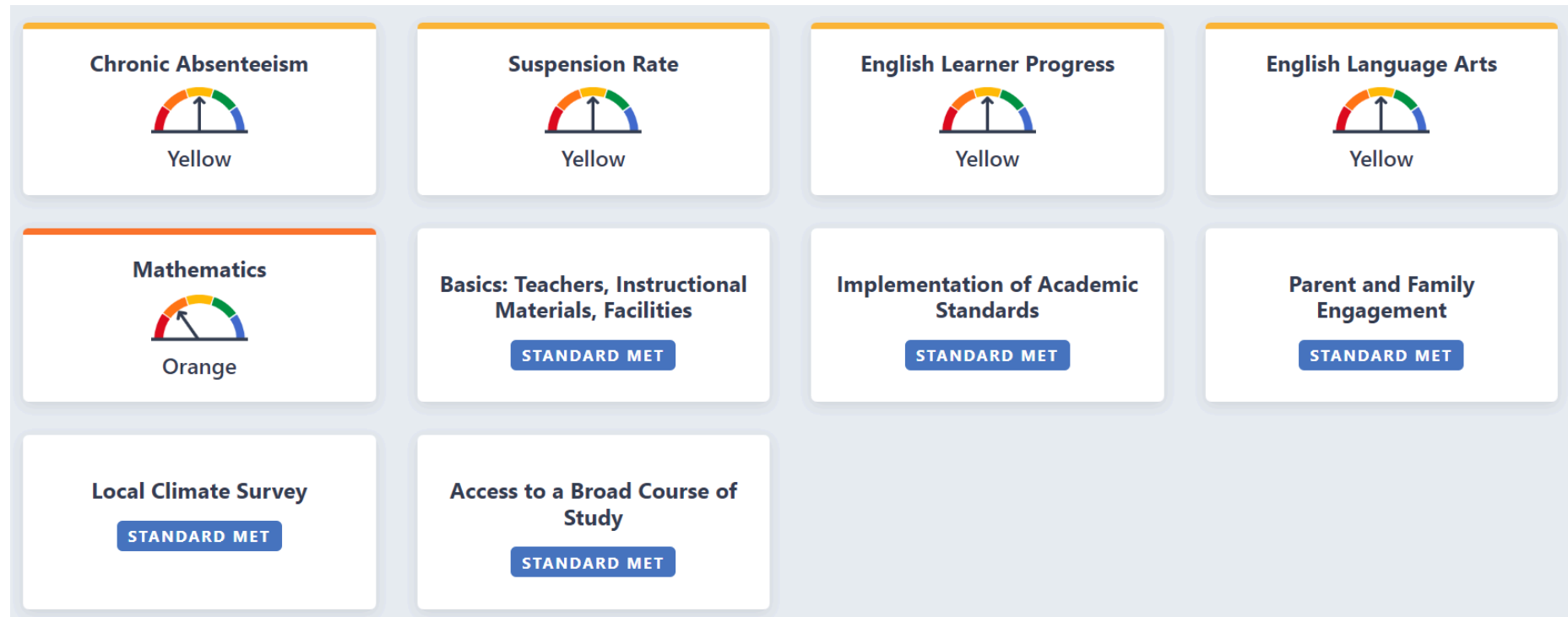ade progress towards proficiency, as compared with 48.7% statewide. In 2024-25, Watsonville Prep will align its standards with the state to provide a more accurate picture of our students' progress. At the same time, Watsonville Prep has chosen to elevate Multilingual Learner success in the 2024-27 LCAP 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.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Yellow	Yellow	Yellow

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
Orange	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

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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.

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Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel	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. 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. 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. 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. 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.
Parents	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).
Students	Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.

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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

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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)	

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3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	All Students: 28.81% English Learners: 16.13% Low Income: 31.82% Students with DIsabilities: NA Hispanic: 29.31% (LEA average & all significant subgroups; Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)			All Students: 36.81% English Learners: 24.13% Low Income: 39.82% Students with DIsabilities: NA Hispanic: 37.31% (LEA average & all significant subgroups; Source: CAST assessment, caaspp-elpac.ets.org)	
4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	% of students improving a level + maintaining Level 4: 53.3% (Source: California State Dashboard, 2023) % 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/)			% of students improving a level + maintaining Level 4: 61.3% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 30% (Source: DataQuest, ""Ever-ELs"" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)	

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5	ELA: % 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)	
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)	

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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)	

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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.

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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	$2,898,797	No
2	Interventions	-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	-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	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

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| 5 | English learner instruction | -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
-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching
-All English Learners receive designated ELD instruction in small groups at their appropriate level
-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
-Data-analysis and coaching meetings with specific focus on ELD standards and students
-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

These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL). | $37,500 | Yes |

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| 6 | Professional development | -Professional Development sessions on:
-->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

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. | $285,324 | No |
| 7 | Teacher coaching and supervision | -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)

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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)	

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3	Suspension rate for all students and all numerically significant subgroups	All Students: 1.0% English Learners: 0.8% Low Income: 1.2% Students with DIsabilities: 4.9% Hispanic: 1.0% (Source: California Dashboard, 2023)			All Students: <1.0% English Learners: <0.8% Low Income: <1.2% Students with DIsabilities: <4.9% Hispanic: <1.0% (Source: California Dashboard)	
4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0% Low Income: 0% Students with DIsabilities: 0% Hispanic: 0% (Source: Student Information System, Spring 2024)			All Students: 0% English Learners: 0% Low Income: 0% Students with DIsabilities: 0% Hispanic: 0% (Source: Student Information System)	
5	Average Daily Attendance	94.42% (Source: 23-24 P-2 report)			96% (Source: P-2 report)	5
6	Chronic Absence Rate for all students and all numerically significant subgroups	All Students: 24.6% English Learners: 23.5% Low Income: 25.1% Students with DIsabilities: 29.5% Hispanic: 24.9% (Source: California Dashboard, 2023)			All Students: <10% English Learners: <10% Low Income: <10% Students with DIsabilities: <10% Hispanic: <10% (Source: California Dashboard)	

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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.

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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

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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	-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	-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	-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

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6	Chronic absenteeism support	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) -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

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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
$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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1.2 Interventions	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. 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. 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.	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.	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 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.
1.7 Teacher coaching and supervision	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.	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.	Metrics to Monitor: - Goal 1, Metric 15 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.

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| 2.3 Social -emotional learning | Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.

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.

Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families. | 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.

Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time. | Metrics to Monitor:
- Goal 2, Metric 2
- Goal 2, Metric 3
- Goal 2, Metric 4
- Goal 2, Metric 7

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. |

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.	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. 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. 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,	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 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.

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.

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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 competative	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 instuctors	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:

  o   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]).

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- 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.

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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

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- 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

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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

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- 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);

  - o **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

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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

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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.

    o 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

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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.

  o 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,

  o 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:

  o 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.

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- 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.

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- 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:

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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.

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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.

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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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

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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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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, 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.

  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.

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.

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Description

- Provide a brief description of the action.

    o 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.

    o 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.

    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.

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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

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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

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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

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- 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.

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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.

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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.

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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.

  - o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o   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.

  - o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o   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

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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.

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- **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.

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- **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

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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.

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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)**

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o   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)**

  o   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

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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**

    o   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)**

    o   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**

    o   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)**

    o   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 (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   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)**

    o   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)**

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- 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

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Coversheet

LCAP - Hayward Collegiate

Section: III. Topical
Item: E. LCAP - Hayward Collegiate
Purpose: Vote
Submitted by:
Related Material: 2024_HC_LCAP_6-17.pdf

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.

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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.

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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 Neigborhood Schools 2022 and 2023

Legend: ■ 2022 ■ 2023

School	2022	2023
Hayward Collegiate	65%	70%
Glassbrook	16%	11%
Schafer Park	34%	33%
Eldridge	38%	35%
Park	27%	24%
Harder	23%	21%

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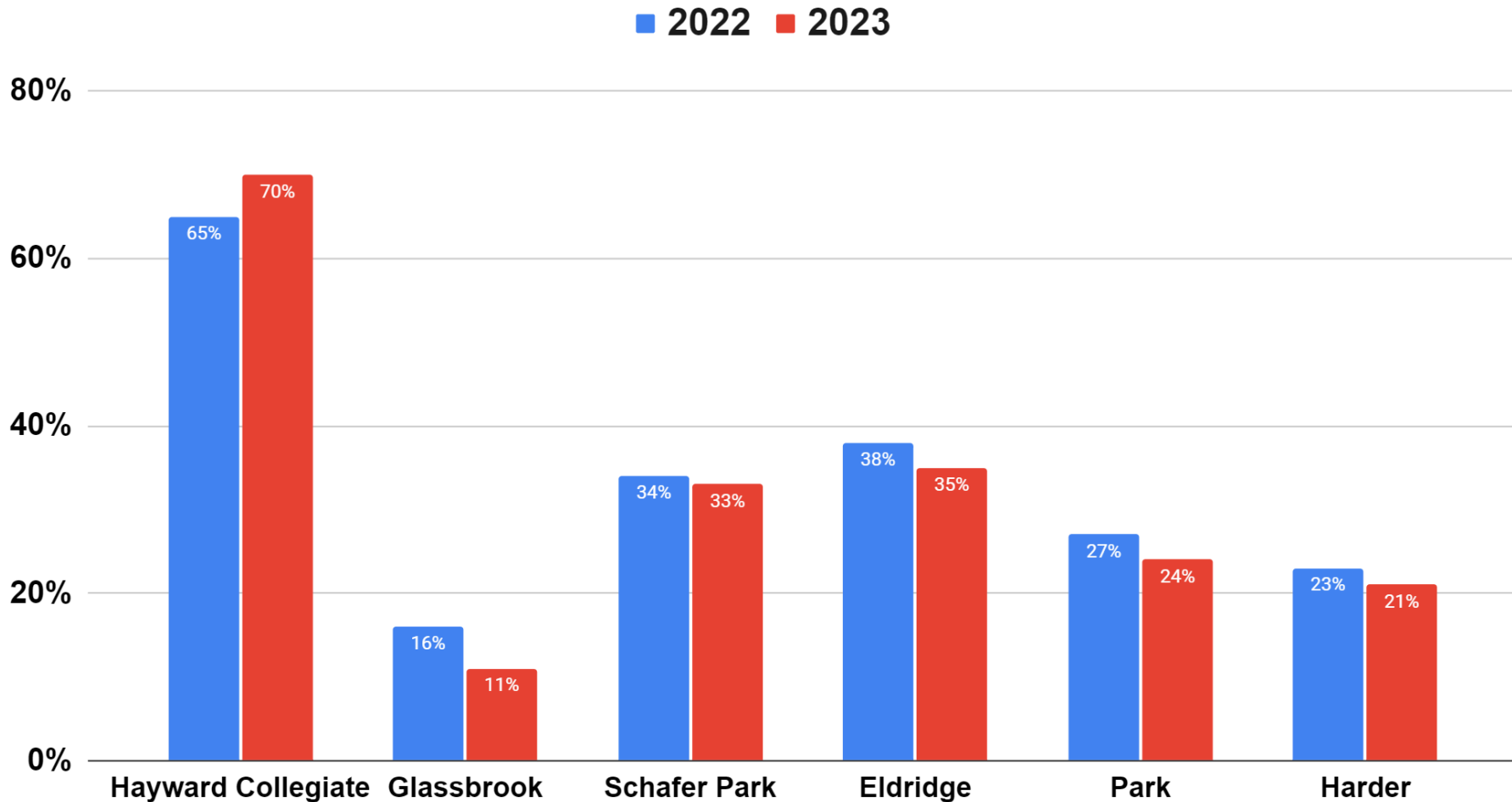
SBAC Math Socioeconomically Disadvantaged Hayward Collegiate and Closest Four Neigborhood Schools 2019, 2022 and 2023
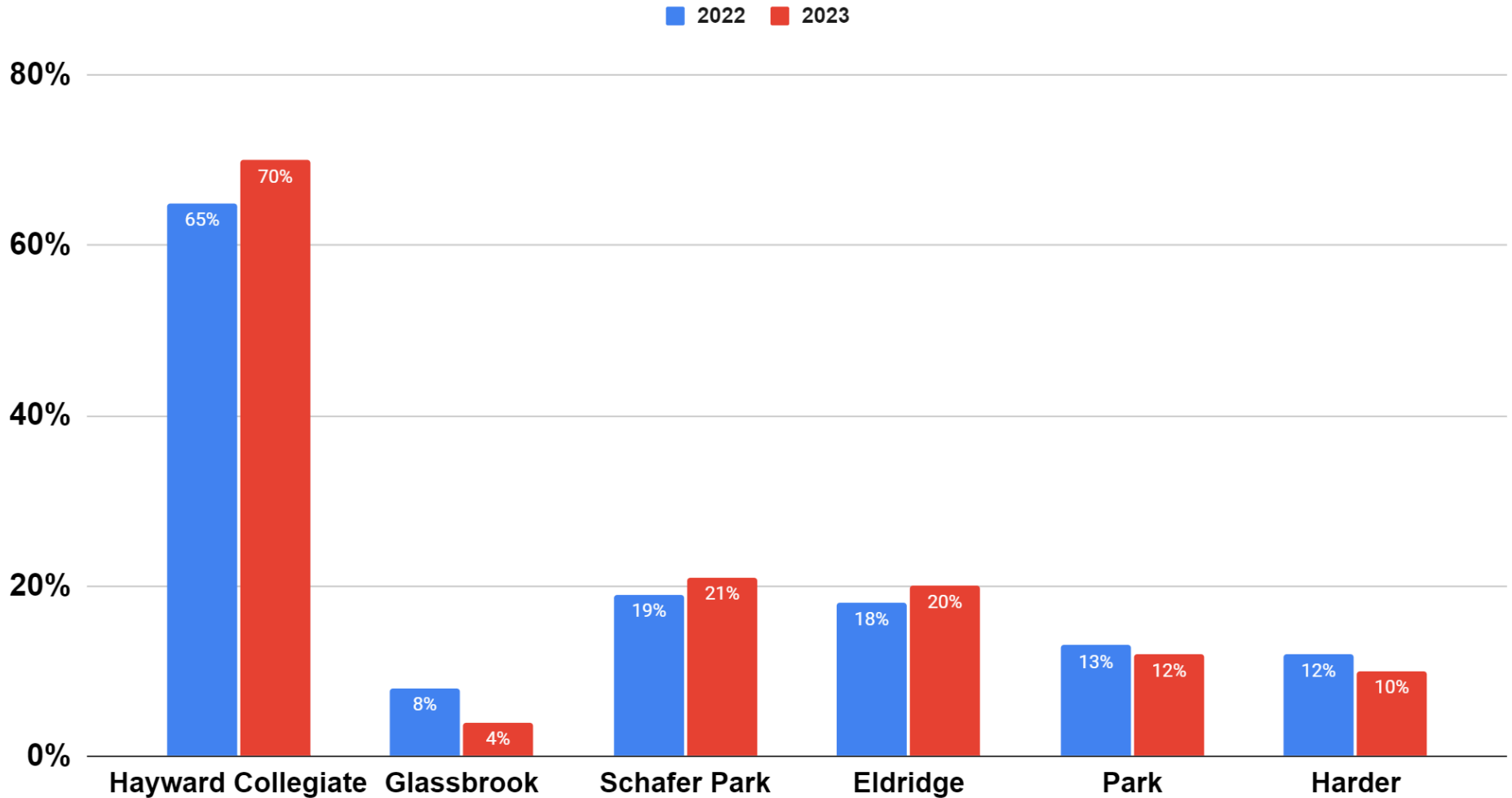
Hayward Collegiate also excels in non-academic areas. Hayward Collegiate's campus is peaceful and engaging despite the post-pandemic stresses, with suspension rates in the blue category. While the state did not assign a color category for English Learner Progress to the school, 62.1% of students made 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.

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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).
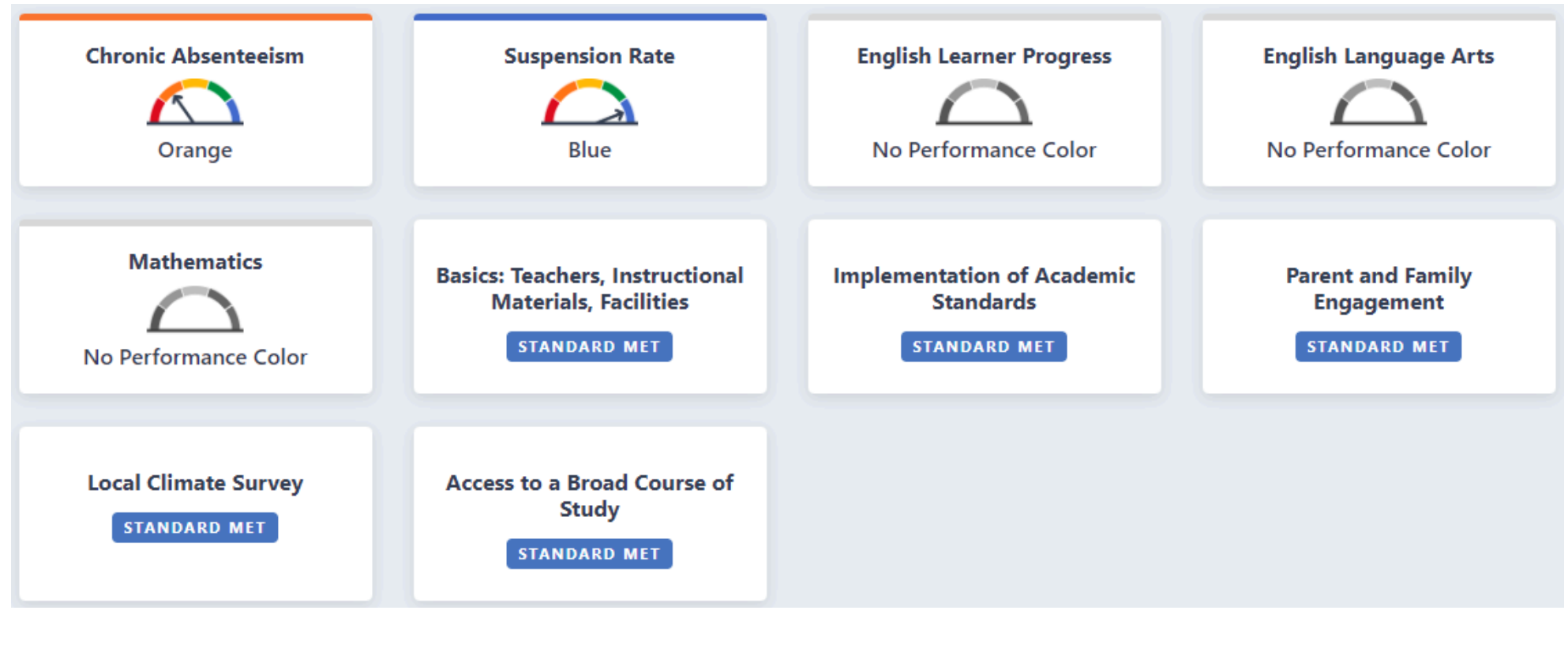
Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Orange	Blue	No Performance Color	No Performance Color

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
No Performance Color	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

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.

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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
Teachers, Principals, Administrators, Other School Personnel	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.
	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.
	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.
	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.
	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.
Parents	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).
Students	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.

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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)	

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3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	N/A (No tested students in 2023)			All Students: 40% English Learners: 40% Low Income: 40% Hispanic: 40% (LEA average & all significant subgroups; Source: Source: CAST assessment; caaspp-elpac.ets.org)	
4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	% of students improving a level + maintaining Level 4: 62.1% (Source: California State Dashboard, 2023) % 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/)			% of students improving a level + maintaining Level 4: 70.1% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 20% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, https://dq.cde.ca.gov/)	

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5	ELA: % 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)	
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)	

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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)	

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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)

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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	-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	-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	-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	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	$318,567	No

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| 5 | English learner instruction | -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
-Teacher PD for ELD strategies on instruction, supporting academic English and culturally responsive teaching
-All English Learners receive designated ELD instruction in small groups at their appropriate level
-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
-Data-analysis and coaching meetings with specific focus on ELD standards and students
-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

These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL). | $37,500 | Yes |

6	Professional development	-Professional Development sessions on: -->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 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.	$194,353	No
7	Teacher coaching and supervision	-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)

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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)	

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3	Suspension rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: California Dashboard, 2023)			All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: California Dashboard)	
4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: Student Information System, Spring 2024)			All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: Student Information System)	
5	Average Daily Attendance	94.35% (Source: 23-24 P-2 report)			96% (Source: P-2 report)	
6	Chronic Absence Rate for all students and all numerically significant subgroups	All Students: 9.9% English Learners: 11.8% Low Income: 10.2% Hispanic: 10.4% (Source: California Dashboard, 2023)			All Students: <10% English Learners: <10% Low Income: <10% Hispanic: <10% (Source: California Dashboard)	
7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)			0% (Source: Student Information System)	

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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.

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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

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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	-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	-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	-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 | 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)
-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 |

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

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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	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. 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. 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.	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.	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 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.

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1.7 Teacher coaching and supervision	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. English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students. Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.	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.	Metrics to Monitor: - Goal 1, Metric 15 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.
2.3 Social -emotional learning	Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty. 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. Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.	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. Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.	Metrics to Monitor: - Goal 2, Metric 2 - Goal 2, Metric 3 - Goal 2, Metric 4 - Goal 2, Metric 7 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.

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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.	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. 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. 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,	Metrics to Monitor: - Goal 1, Metric 1 - Goal 1, Metric 2 - Goal 1, Metric 3 - Goal 1, Metric 4 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.

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.

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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

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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	$ 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 instuctors	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 Psycologist 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 instuctors	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]).

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- 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.

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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

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- 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

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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

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● 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

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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

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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.

    o   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

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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.

  o 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,

  o 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:

  o 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.

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- 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.

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- 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:

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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.

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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.

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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.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   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.

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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.

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Description

- Provide a brief description of the action.

  o 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.

  o 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.

  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.

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.

  o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

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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

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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

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- 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.

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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.

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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.

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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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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

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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.

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- **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.

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- **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).

  o **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.

  o **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.

  o 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

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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.

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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)**

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o   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)**

  o   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

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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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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)**

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- 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

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Coversheet

Navigator Budget 2024-2025

Section: III. Topical
Item: F. Navigator Budget 2024-2025
Purpose: Vote
Submitted by:
Related Material: NS_2024-25_Proposed_Budget-06.13.24.pdf__06.17.24_.pdf
                      NS_2024-25_Growth_plan_summary_budget.pdf__06.17.24_.pdf

Navigator Schools
Statement of Actitivies
Proposed Budget
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)
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	

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 Actitivies
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
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 Actitivies
Proposed Budget
2024-25

	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)
Hollister Prep				
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 Actitivies
Proposed Budget
2024-25

	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)
		Watsonville Prep		
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

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 Actitivies
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**

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 Actitivies
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**

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

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%
Board Designated Net Assets	
*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
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	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)

Board Designated Net Assets

*Board Designated Reserve for 2024-25 growth initiative $ 589,027

*Includes investment in co-founder's sabbatical

Coversheet

Recognition of Alfred Morikang

Section: III. Topical
Item: G. Recognition of Alfred Morikang
Purpose: Vote
Submitted by:
Related Material: Resolution - Recognition of Alfred Morikang_BR 2024-16 (06.26.24).pdf

NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2024-16)

RECOGNITION OF ALFRED MORIKANG FOR HIS SERVICE
ON THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to recognize Alfred Morikang for his exemplary service and immense contributions to Navigator Schools:

WHEREAS, Alfred Morikang was elected to the Navigator Schools Board of Directors for a 2022-2024 term of service;

WHEREAS, Alfred Morikang has exhibited steadfast commitment to the mission of Navigator Schools, the success of its students, and the welfare of its families and communities;

WHEREAS, Alfred Morikang has demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources;

WHEREAS, Alfred Morikang was a model of an exemplary Board member, with his generous contributions of time, experience, thoughtfulness, and leadership, and through such efforts, he has made an important and lasting impact on Navigator Schools; and

WHEREAS, Alfred Morikang has generously agreed to serve on the Navigator Schools Support Corporation (NSSC) Board of Directors, commencing July 1, 2024.

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of Alfred Morikang on the Board of Directors of Navigator Schools.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 26, 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   **Date**

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

Coversheet

Recognition of John A. Flaherty

Section: III. Topical
Item: H. Recognition of John A. Flaherty
Purpose: Vote
Submitted by:
Related Material: Resolution - Recognition of John A. Flaherty_BR 2024-11 (06.26.24).pdf

NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2024-11)

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 26, 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   **Date**

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