



Navigator Schools

Board Meeting

Date and Time

Monday June 9, 2025 at 6:00 PM PDT

Location

Gilroy Prep School: 277 I O O F Ave, 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](tel:6699006833).

Meeting ID: 988 3116 4369

Passcode: 884737

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. Gilroy Prep School, 277 I.O.O.F. Ave, Gilroy, CA 95020 (Santa Clara County)
5. 5357 Federation Court, San Jose, CA 95123 (Santa Clara County)
6. 3410 Moraga Boulevard, Lafayette, CA 94549
7. 1365 Locust Street, Denver, CO 80220
8. 1065 Byers Street, Gilroy, CA 95020 (Santa Clara County)

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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 record attendance and establish a quorum via roll call.			

	Purpose	Presenter	Time
B. Call the Meeting to Order		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 April 7, 2025.			
Proposed Motion: Approve the Board Meeting Minutes			
Approve minutes for Board Meeting on April 7, 2025			
D. Public Comments		Board Chair	3 m
The Board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the Board Chair.			
E. Opening Remarks of the Board Chair		Board Chair	3 m
Nora Crivello, Board Chair, will provide opening remarks.			
F. Chief Executive Officer & Superintendent Update		Caprice Young	3 m
Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide updates.			
II. Consent Agenda			6:12 PM
A. Approval of the Consent Agenda	Vote	Tom Peraic	1 m
The Board will vote on the approval of the Consent Agenda:			
1. Search/Seizure Policy			
2. Application for Title Funding			
3. Santa Clara COE MOU			
4. Sonja Biggs Agreement			
5. Laurie Coleman ICA			
6. Sharon Waller ICA			
7. Therapy Zone 4 Kidz ICA			
7a. Therapy Zone 4 Kidz Exhibit A			
8. Larson Communications Agreement			
9. Meal Services Contract			
10. Board Member Agreement and Survey 2025-26			
11. Resolution re Opposition to AB 84			

	Purpose	Presenter	Time
12. Apeira Contract			
13. Cross Country Education Master Contract 25-26			
14. Envision Contract			
15. Navigator Insurance Proposal			

Proposed Motion: Approve the Consent Agenda

III. Committees 6:13 PM

- | | | | | |
|-----------|--|------|--------------------------|-----|
| A. | Academic Success Committee Report | FYI | Crystal O'Rourke | 5 m |
| | Crystal O'Rourke, Interim Chief Academic Officer, will provide a summary of the most recent Academic Success Committee meeting. | | | |
| B. | Governance Committee Report | FYI | Caprice Young | 5 m |
| | Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide a summary of the most recent Governance Committee meeting. | | | |
| C. | Finance Committee Meeting | FYI | Noël Russell-Unterburger | 5 m |
| | Noël Russell-Unterburger, Chief Financial & Operating Officer, will provide a summary of the most recent Finance Committee meeting. | | | |
| D. | Development Committee | FYI | Shun Dorsey | 5 m |
| | Shun Dorsey, Development Officer, will provide a summary of the most recent Development Committee meeting. | | | |
| E. | AdHoc Committee | Vote | Nora Crivello | 5 m |
| | The AdHoc Committee will report out its recommendations to the Board. | | | |

IV. Topical 6:38 PM

- | | | | | |
|-----------|---|------|---------------|-----|
| A. | Celebration of JP Anderson's Service to Navigator Schools | Vote | Nora Crivello | 5 m |
| | The Board will thank JP Anderson for his service on the Board and will vote on a resolution recognizing his service and contributions to Navigator Schools. | | | |
| B. | LCAP Local Indicators | FYI | Ami Ortiz | 5 m |
| | Ami Ortiz will present the LCAP Local Indicators for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and Hayward Collegiate. | | | |

	Purpose	Presenter	Time
C. LCAP - Gilroy Prep School	Vote	Ami Ortiz	1 m
The Board will vote the approve the LCAP for Gilroy Prep School.			
D. LCAP - Hollister Prep School	Vote	Ami Ortiz	1 m
The Board will vote the approve the LCAP for Hollister Prep School.			
E. LCAP - Watsonville Prep School	Vote	Ami Ortiz	1 m
The Board will vote the approve the LCAP for Watsonville Prep School.			
F. LCAP - Hayward Collegiate	Vote	Ami Ortiz	1 m
The Board will vote the approve the LCAP for Hayward Collegiate.			
G. Declarations of Need (DON)	Vote	Melissa Alatorre Alnas	3 m
The Board will consider the Declaration of Need for 2025-26.			
H. Navigator Schools 2025-26 Academic Priorities	Discuss	Crystal O'Rourke	5 m
Navigator Schools 2025-26 academic priorities will be shared with the Board.			

V. Governance**7:00 PM**

A. Re-Election of Board Members	Vote	Tom Peraic	3 m
The Board will consider the re-election of Board Members Chuck Daggs and Shara Hegde to the Board of Directors.			
B. Re-Election of Board Officers	Vote	Tom Peraic	3 m
The Board will consider the recommendation of the Governance Committee for the re-election of Officers for 2025-26:			

Nora Crivello - Board Chair

Ian Connell - Vice Chair

Noël Russell-Unterburger - Treasurer

	Purpose	Presenter	Time	
Tom Peraic - Secretary				
C.	Appointment of Board Members to the NSSC	Vote	Tom Peraic	3 m
The Board will consider the appointments of Carl Cade and Joe Lucente to the Board of Directors of the Navigator Schools Support Corporation (NSSC).				
D.	Committee Assignments for 2025-26	Vote	Tom Peraic	5 m
The Board will consider the proposed Committee assignments for 2025-26 as discussed by the Governance Committee, ask questions and offer thoughts, preferences, and proposals, and vote on a slate of Committee assignments for 2025-26.				
E.	Board & Committee Meeting Calendar 2025-26	Vote	Tom Peraic	5 m
The Board will vote on the approval of the 2025-26 Board & Committee Meeting Calendar as discussed by the Governance Committee - the 05.12.25 draft was considered by the Committee, and in response staff created the 06.02.25 draft for consideration, which has no Committee meetings between the December Board Meeting and the January Retreat, and with shorter meeting times for some Committee meetings.				

VI. Finance 7:19 PM

A.	Budget 25-26; Approval	Vote	Noël Russell-Unterburger	30 m
The Board will vote to approve the Budget 25-26 along with the associated multi-year projections.				
B.	Resolution - Ratification of Previous Contracts/Purchases of \$50,000	Vote	Caprice Young	10 m
The Board will consider a resolution ratifying and approving previous contracts and purchases with sums of \$50,000 and which were not presented to the Board and/or Governance Committee.				
C.	2nd Interim Financial Reports	FYI	Ami Ortiz	3 m
Ami Ortiz, Director of Compliance & Operations, will share the 2nd Interim Financial Reports with the Board:				
1. Watsonville Prep School				
2. Hayward Collegiate				

	Purpose	Presenter	Time
3. Hollister Prep School			
4. Gilroy Prep School			
VII. Closed Session			8:02 PM
A. Announcement and Vote to Enter Closed Session	Vote	Board Chair	1 m
The Board Chair will announce the reason for the closed session and the Board will vote to enter the closed session:			
A. CEO Evaluation			
Proposed Motion: Enter Closed Session			
B. Closed Session	Discuss	Tom Peraic	25 m
The Board will engage in closed session discussions.			
C. Return to Open Session	FYI	Board Chair	1 m
The Board Chair will announce action taken during the closed session, if any.			
VIII. Closing Items			8:29 PM
A. Adjourn Meeting	Vote	Board Chair	1 m
The Board Chair will entertain a vote to adjourn the Board meeting.			

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 April 7, 2025

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Monday April 7, 2025 at 6:00 PM

Location

277 IOOF Avenue, Gilroy, CA 95020

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Directors Present

Chuck Daggs, Claire Grissom, JP Anderson (remote), Jan Mazyck, Nora Crivello

Directors Absent

Anthony Di Vittorio, Ian Connell, Niña Rosete, Shara Hegde

Guests Present

Ami Ortiz (remote), Andrea Hernandez (remote), Caprice Young (remote), Crystal O'Rourke (remote), Justin Steiner (remote), Kirsten Carr (remote), Laura Marco, Melissa Alatorre Alnas (remote), Noël Russell-Unterburger, Tina Hill (remote), Tom Peraic (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Nora Crivello called a meeting of the board of directors of Navigator Schools to order on Monday Apr 7, 2025 at 6:06 PM.

C. Approve Minutes from Previous Regular Board Meeting

Claire Grissom made a motion to approve the minutes from Board Meeting on 02-10-25. Chuck Daggs seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approve Minutes from Previous Special Board Meeting

Jan Mazyck made a motion to approve the minutes from Special Board Meeting on 03-26-25. JP Anderson seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comments

No public comments.

F. Opening Remarks of the Board Chair

Nora Crivello, Board Chair, shared that she appreciates Navigator's continued focus on the kids and the mission.

G. Chief Executive Officer & Superintendent Update

Dr. Caprice Young, CEO & Superintendent, shared updates at Navigator including receipt of a growth grant, continued progress on Navigator's enrollment and lottery numbers, along with AI/tech and facilities/budget updates.

II. Consent Agenda

A. Approval of the Consent Agenda

Claire Grissom made a motion to approve the consent agenda.

Jan Mazyck seconded the motion.

1. #115 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy (Revised 04.07.25): The Board revised this policy on June 26, 2024 to reflect then current interpretations of the relevant statutes and regulations and created Policy #115A and Policy #115B thereto; with the approval of this item, the Board is revising this Policy #115 to comply with current interpretations of the relevant statutes and regulations and thereby rescinds Policy #115A and Policy #115B accordingly.

2. Board Resolution BR_2025_01, A Resolution Calling for Full Permanent Funding of IDEA - Resolution calling for full Federal funding for IDEA.

3. Board Policy re AB 2534 - Board policy regarding implementation of new law requiring screening of job applications by contacting all previous charter school or school district employers to ensure no previous 'egregious' conduct.

4. Arctic Wolf Agreement - Renewal of contract, with CEO & Superintendent support as a necessary and cost-effective service that helps to protect against online risks and threats. The board **VOTED** unanimously to approve the motion.

III. Governance

A. Celebration of Jaime Quiroga's Service to Navigator Schools and to Hayward Collegiate

Nora Crivello made a motion to approve resolution recognizing Jaime Quiroga's contributions to Navigator Schools and to Hayward Collegiate.

JP Anderson seconded the motion.

Dr. Young especially appreciated Jaime Quiroga's assistance with the Hayward Collegiate merger and with the installation of the portables at Hayward Collegiate.

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

B. Appointment of Anthony Di Vittorio to the Finance Committee

Nora Crivello made a motion to appoint Anthony Di Vittorio to the Finance Committee.

Chuck Daggs seconded the motion.

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

IV. Public Hearing

A. Notice of Public Hearing / Open LCAP Public Hearing

Nora Crivello made a motion to open LCAP public hearing.

Claire Grissom seconded the motion.

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

B. LCAP Public Hearing

Director of Compliance & Operations, Ami Ortiz, presented the LCAPs for Gilroy Prep School, Hollister Prep School, Watsonville Prep School, and Hayward Collegiate to the Board and to the public for consideration and comment.

C. Close Public Hearing

Nora Crivello made a motion to close the LCAP public hearing.
Chuck Daggs seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Committees

A. Academic Success Committee Report

Crystal O'Rourke, Interim Chief Academic Officer, provided a summary of the most recent Academic Success Committee meeting.

B. Governance Committee Report

Dr. Caprice Young, Chief Executive Officer & Superintendent, provided a summary of the most recent Governance Committee meeting.

C. Finance Committee Meeting

Noël Russell-Unterburger, Chief Financial & Operating Officer, provided a summary of the most recent Finance Committee meeting.

VI. Topical

A. Update on High Quality CMO Growth Grant

Dr. Caprice Young, CEO & Superintendent, shared the news of the \$12,000,000 growth grant award to Navigator to be paid over five years.

B. Orange County Charter Petition

Claire Grissom made a motion to approve the submission of the Orange County Charter Petition substantially in the form presented to the Board by Dr. Young.
Chuck Daggs seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Back Office Support & Expansion

Jan Mazyck made a motion to direct CEO & Superintendent, or designee, to negotiate a multi-year contract with Charter Impact to provide back office services substantially in compliance with information presented.
Claire Grissom seconded the motion.
The board **VOTED** unanimously to approve the motion.

D.

WPS Expansion Tenant Improvement Plan: Scope, Budget and Schedule

Chuck Daggs made a motion to approve the WPS expansion plan including approving the project budget estimate, directing staff to secure financing, directing staff to negotiate contracts including legal review, directing staff to begin work and return for contract ratifications at the June Board meeting, and directing staff to return to the Board with a capital plan for the next 3-5 years.

JP Anderson seconded the motion.

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

E. Enrollment & Lottery Update

Kirsten Carr, Director of Engagement & Partnerships, provided an update on Navigator's upcoming lottery for enrollment for 2025-26.

F. 2025-26 School Calendar

Nora Crivello made a motion to approve the school calendars for the 2025-26 school year.

Claire Grissom seconded the motion.

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

VII. Closed Session

A. Announcement and Vote to Enter Closed Session

Claire Grissom made a motion to enter closed session.

Chuck Daggs seconded the motion.

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

B. Closed Session

The Board engaged in a closed session discussion with counsel.

C. Return to Open Session

The Board Chair announced that no action was taken.

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 8:25 PM.

Respectfully Submitted,

Nora Crivello

Documents used during the meeting

- Board Update Presentation 2025 04 07 (1).pdf
- #115 - Title IX Harassment Intimidation Discrim. and Bullying Policy (Revised - 04.07.25).pdf
- Board Resolution re IDEA - BR 2025_01 (04.07.25).pdf
- AB2534 Policy (04.04.25).pdf
- Arctic Wolf Cyber Security Proposals.pdf
- Resolution - Recognition of Jaime Quiroga_BR 2025-2 (04.07.25).pdf
- Notice of Public Hearing - LCAP (04.04.25).pdf
- 2025_Local_Control_and_Accountability_Plan_Watsonville_Prep_4-3-25.pdf
- 2025_Local_Control_and_Accountability_Plan_Gilroy_Prep_4-3-25.pdf
- 2025_Local_Control_and_Accountability_Plan_Hayward_Collegiate_4-3-25.pdf
- 2025_Local_Control_and_Accountability_Plan_Hollister_Prep_4-3-25.pdf
- Academic Success Committee 3-3-25.pdf
- Navigator_Schools_Orange_County_2025_04_03.pdf
- Increased Support for Back Office.pdf
- Watsonville_Prep_Expansion_Site.pdf
- 12_18_West_Beach_Budget_v3_3.31.25_wmarkup.pdf
- Recruitment lottery board April 2025.pptx.pdf
- 25-26 Navigator Schools Calendar.pdf

Coversheet

Chief Executive Officer & Superintendent Update

Section:	I. Opening Items
Item:	F. Chief Executive Officer & Superintendent Update
Purpose:	FYI
Submitted by:	
Related Material:	Board Update Presentation (06.09.2025).pdf



CEO and Superintendent Update

June 9, 2025

Powered by BoardOnTrack



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

We received the Prop 51 funding (cash is in the bank) and canceled the BH bridge loan (saving \$41k)!

Project Name: Modular Classrooms & Playground Design
Project Owner: Navigator Schools
School Site: Gilroy Prep
Project Start Date: 9/1/2023
Projected Completion Date: 6/30/2025
Total Project Cost: \$ 7,100,000
% of project completed: 92%
Remaining Balance to Pay: \$ 588,466

Sources of Funds	Amount	Description
Prop 51 State GO Bond Funds		
Prop 51 Grant	2,340,260	State Grant, no payback
		State Loan, 30yr est. IR 2%, payback period starts 1 year
Prop 51 Loan	2,340,260	after occupancy date
		(Jul 2026 est. DS start)
NS Equity - (project cost - funding)	2,419,480	Bridge Financing (EWB LOC)
Total Sources	\$ 7,100,000	

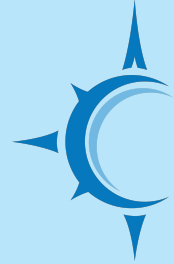
Use of Funds	Amount	Description
Hard Costs	5,191,195	Construction
Soft Costs	856,539	Permits, Fees, Surveys, Architecture, Legal, Inspections, Insurance
Management Costs	320,000	PCSD Project Management Fees
Contingency	607,266	
Added site work for parking & sidewalk	125,000	Relocated parking spaces and upgrade small portion of sidewalk pathway
Total Uses	\$ 7,100,000	

Financing Notes		
Prop 51 10% Advance	\$ 550,610	10% advance received Oct 2024
Prop 51 Fund Release	\$ 4,129,910	Final funding release est. June 2025
	\$ 4,680,520	

EWB LOC		
Utilization	\$ 7,302,578	As of May 25
Available	\$ 1,697,422	
% utilization	81%	
Long Term Financing TBD by Oct 2025	\$ 2,419,480	

\$4,129,910 Arrived





WIG: Wildly Important Goal Multilingual Learner Progress

(no new data... ELPAC and SBAC in progress)

MLL WIG Celebrations for 2024-25

- **Designated English Language Development:** Implemented in 100% of Classrooms TK-8th; ELPAC preparation integrated into ELD classes
- **Data days:** STAR and unit assessment data analysis and action planning focused specifically on MLL students
- **Coaching and professional development:** Structured student talk, vocabulary development, SBAC/ELPAC prep, integrated ELD supports, and more!
- **Family Engagement:** MLL Spotlight Newsletter, resources for MLL Families, and Family ELPAC Info night.
- **Standing Meetings:** Ensured MLL inclusion in ELA/STEM planning, site level planning, and with directors as needed.
- **Codification of Practices/Frameworks:** MLL Master plan creation, ELAC handbook, templates for planning, and more.

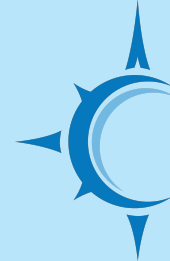


MLL next steps for 2025-26

Note: ELPAC scores will come out Summer/Fall of 2025.

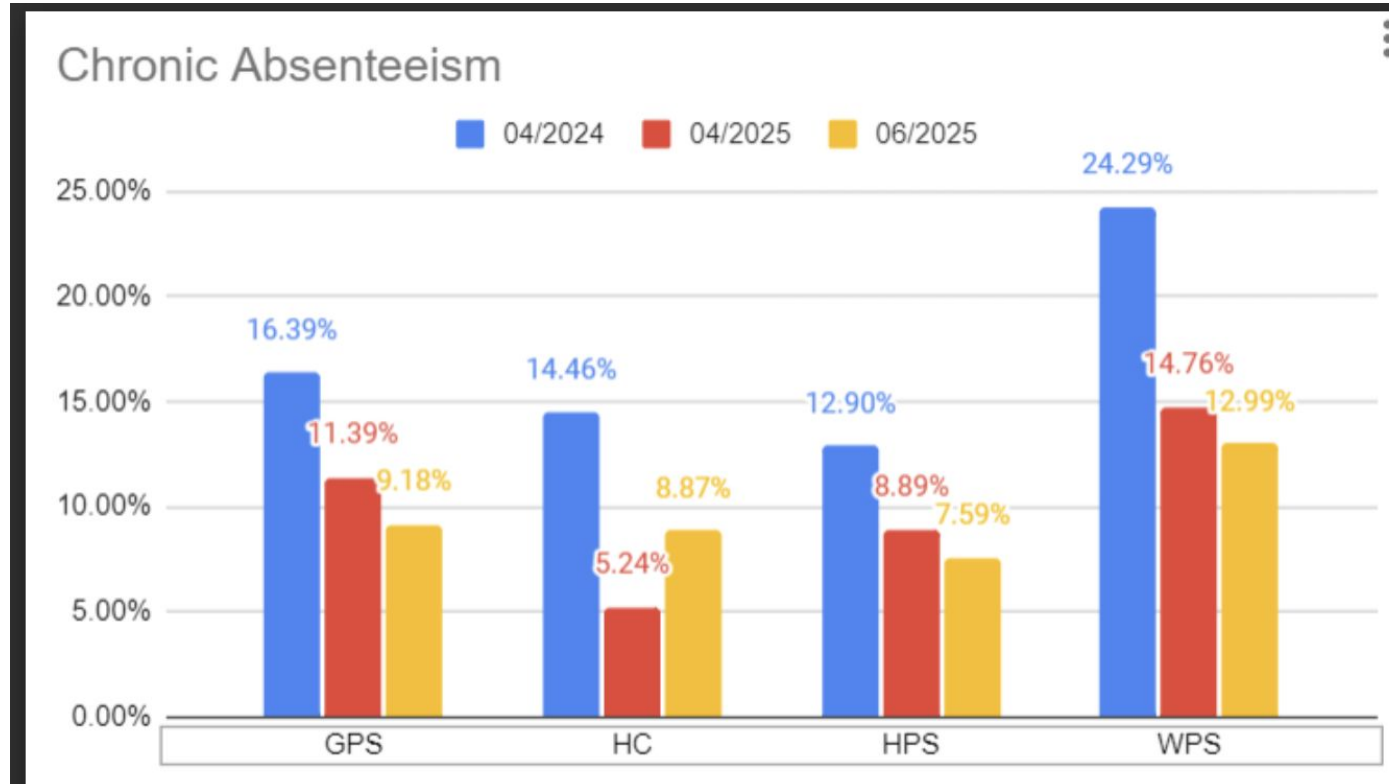
- **English Language Development:** Create designated ELD curriculum that aligns with Navigator's ELA adoption. Ensure strong coaching to support integrated ELD strategies in all subject areas (e.g. sentence stems, partner talk, etc.)
- **Data days:** Continue data analysis and action planning focused specifically on MLL students using new ELA curriculum
- **Coaching and professional development:** Continue targeted supports for coaches and teachers during 1-1 coaching, PD days, and teacher release days.
- **Family Engagement:** Ensure effective ELAC meetings, provide opportunities for both students and families to celebrate and support MLLs after school (language clubs, family literacy classes)

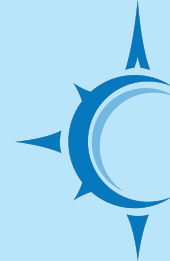




Chronic Absenteeism

Chronic Absenteeism by site is trending downward since last year



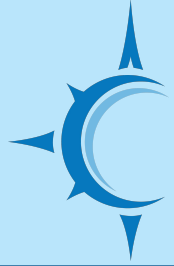


Facilities Update

GPS and HC projects will be complete by June

(changes in italics)

Project	Timeline (Duration)	Completion Date	Status	Notes
HCC Portables	18 months	November, 2024	Completed	All students are in the new classrooms; <i>PG&E is scheduled to complete the power transfer on 6/19/2025</i>
GPS Portables	18 months	<i>January, 2024</i>	<i>Completed</i>	All students are in the new classrooms.
GPS Play Area	19 months	May, 2025	<i>Delayed to 6/10/2025</i>	Play equipment was delayed in ordering/shipping; <i>Inspectors coming tomorrow!</i>
WPS Beach St	6 months	August, 2025	<i>Demolition in progress</i>	Watsonville City has agreed to expedite permits. <i>Lease contingencies have been released.</i>
HPS Site	unknown	unknown	Delayed	<i>Re-study of seismic issues in progress.</i>
OC Sites	<i>unknown</i>	<i>unknown</i>	Site Search	<i>Office opening on SCC campus 8/1/2025; feasibility study of St. Maron's Church in progress (due 8/2025)</i>



Funding: Budget and Cash Flow

4/25 Financial dashboard has since improved due to receipt of ERC and Prop 51 (not included below)

Metric (Rolling 13 Months)	Goal	Jan 2025	June 2025 Projection	Description
Enrollment (% of Budgeted Enrollment)	99%	98%	100.5%	Actual enrollment as a percentage of budgeted enrollment.
ADA	95%	94%	95%	Average percentage of students present each day compared to total enrollment.
Budget Performance*	>0%	-14.9%	-1.78%	Measures financial performance compared to budgeted figures.
Net Income Margin**	>5%	-27.5%	-4.3%	Percentage of revenue remaining as profit after all expenses are deducted.
Days Cash on Hand	45+	39	77	Number of days the organization can operate using available cash reserves.
Debt Service Coverage Ratio	1.1		0.98	Measures ability to cover debt
Audit	"Unmodified" or "No Findings"	2024: Unmodified		



4/30/25 Statement of activities shows a \$484,809 improvement in our projected bottom line

Budget v. Actual As of April 30, 2025

Consolidated

	2024-25 Adopted Revised Budget	Eliminations	2024-25 Adopted Revised Budget	2024-25 Projected Actuals	Eliminations	2024-25 Projected Actuals	\$ Variance (Revised Budget - Actuals)	% Variance (\$ variance / Revised Budget)
Enrollment	1875			1884			9	
ADA	1763			1782			19	
ADA %	94%			95%			1%	
REVENUE:								
LCFF Revenue	\$ 22,809,411	\$ -	\$ 22,809,411	\$ 22,370,001	\$ -	\$ 22,370,001	\$ (439,410)	-2%
Federal Revenue	1,476,994	-	1,476,994	3,498,837	-	3,498,837	2,021,842	137%
Other State Revenue	6,665,593	-	6,665,593	6,953,556	-	6,953,556	287,963	4%
Local Revenue	249,300	-	249,300	269,820	-	269,820	20,520	8%
Donations & Grants	1,694,187	-	1,694,187	2,354,016	-	2,354,016	659,829	39%
CMO Management Fees	3,280,425	(3,280,425)	-	3,074,149	(3,074,149)	-	-	0%
Total Revenue	36,175,911	(3,280,425)	32,895,486	38,520,379	(3,074,149)	35,446,230	2,550,744	7%
EXPENDITURES:								
Compensation & Benefits	\$ 27,463,135	\$ -	\$ 27,463,135	\$ 27,463,135	\$ -	\$ 27,463,135	\$ 0	0%
Books & Supplies	1,092,455	-	1,092,455	1,872,245	-	1,872,245	779,790	71%
Services & Other Operating Expense ¹	5,081,108	-	5,081,108	6,586,240	-	6,586,240	1,505,132	30%
CMO Management Fees	3,280,425	(3,280,425)	-	3,074,149	(3,074,149)	-	(206,276)	-6%
Depreciation	78,983	-	78,983	66,272	-	66,272	(12,711)	-16%
Total Expenditures	36,996,107	(3,280,425)	33,715,682	39,062,041	(3,074,149)	35,987,892	2,065,934	6%
Revenue Less Expenditures	\$ (820,196)	\$ -	\$ (820,196)	\$ (541,662)	\$ (0)	\$ (541,663)	\$ 484,809	-59%
Beginning Net Asset Balance (FYE24 audited)	\$ 4,683,774	\$ -	\$ 4,683,774	\$ 4,683,774	\$ -	\$ 4,683,774		
Net Income /(Loss)	\$ (820,196)	\$ -	\$ (820,196)	\$ (541,662)	\$ (0)	\$ (541,663)		
Ending Net Asset Balance	\$ 3,863,578	\$ -	\$ 3,863,578	\$ 4,142,112	\$ (0)	\$ 4,142,111		
Net Assets as a % of Total Expense	10%	0%	11%	11%	0%	12%		

Lower than anticipated
projected deficit

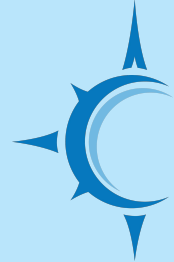


Cash position has significantly improved

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	3,790,929	683,007	522,427	1,117,159	1,109,807	2,924,588	3,192,854	4,051,595	3,625,590	2,064,873	3,244,576	6,368,906		
REVENUE														
LCFF Entitlement														
LCFF Entitlement	804,533	845,197	1,001,383	2,091,297	1,289,262	1,507,873	2,107,049	1,619,712	1,544,893	3,225,114	1,544,893	1,544,893	22,370,001	3,243,902
Federal Revenue	92,583	24,851	196,675	337,079	79,522	347,016	641,737	142,686	78,519	118,311	1,779,374	938,054	3,498,837	-
Other State Revenue	216,486	763,207	304,060	229,107	331,123	416,724	724,324	453,165	761,629	855,956	855,956	503,022	6,953,556	538,797
Other Local Revenue	13,218	95,758	1,236,660	183,109	1,289,113	1,102,199	173,651	48,927	2,896	2,609	-	-	3,343,969	-
Fundraising & Grants	98,500	887,500	-	-	887,500	113,991	250,000	5,287	54,428	1,000	-	-	2,354,016	55,810
TOTAL REVENUE	1,225,320	2,616,513	2,738,778	2,840,592	3,876,520	3,487,803	3,896,761	2,269,777	2,442,365	4,202,990	4,180,223	2,985,968	38,520,379	3,838,510
EXPENSES														
Certificated Salaries	689,140	681,659	865,016	1,278,575	845,122	837,896	783,770	792,394	784,402	762,904	1,278,575	1,187,296	10,786,751	-
Classified Salaries	453,077	536,308	911,204	1,393,322	910,495	873,662	750,266	910,544	845,975	856,421	1,393,322	403,723	10,238,319	-
Employee Benefits	440,646	354,235	510,285	656,898	515,110	500,874	566,776	549,933	509,459	480,507	480,507	436,419	6,438,068	436,419
Books & Supplies	96,042	221,836	283,823	210,419	170,579	183,205	162,587	157,848	174,304	64,719	146,883	-	1,872,245	-
Services & Other Operating Expenses	1,088,078	591,189	1,669,517	762,066	607,086	1,645,118	457,104	618,952	1,703,958	860,743	860,743	860,743	9,660,389	-
Depreciation	28,983	14,469	-	-	-	-	-	-	-	-	7,106	15,714	66,272	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	2,795,967	2,399,696	4,239,845	4,301,280	3,048,392	4,040,755	2,720,503	3,029,670	4,018,098	3,025,295	4,167,136	2,903,895	39,062,044	436,419
Operating Cash Inflow (Outflow)	(1,570,647)	216,817	(1,501,067)	(1,460,688)	828,128	(552,952)	1,176,258	(759,893)	(1,575,734)	1,177,695	13,087	82,073	(541,665)	3,402,091
Accounts Receivable	1,529,987	190,108	589,799	132,468	413	-	1,072	61,598	63,683	7,382	-	-	-	-
Construction In Progress outflow	(3,067,261)	(1,607,505)	(94,000)	(716,710)	(88,760)	(278,782)	(318,589)	(177,711)	(48,666)	(5,373)	-	-	10,356,240	376,516
Prop 51 Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Draw	-	1,040,000	1,600,000	2,037,578	1,075,000	1,100,000	-	450,000	-	-	-	-	-	-
ERC Refund	-	-	-	-	-	-	-	-	-	-	3,111,243	-	-	-
Ending Cash	683,007	522,427	1,117,159	1,109,807	2,924,588	3,192,854	4,051,595	3,625,590	2,064,873	3,244,576	6,368,906	10,580,888		
Days Cash on Hand	6	5	10	10	27	30	38	34	19	30	60	99		
Construction Costs Remaining \$ 10,356,240	7,288,979	5,681,474	5,587,474	4,870,764	4,782,004	4,503,223	4,184,634	4,006,923	3,958,257	3,952,884	3,952,884	3,952,884		
LOC Availability over time \$ 9,000,000	9,000,000	7,960,000	6,360,000	4,322,422	3,247,422	2,147,422	2,147,422	1,697,422	1,697,422	1,697,422	1,697,422	1,697,422	5,827,332	

Received





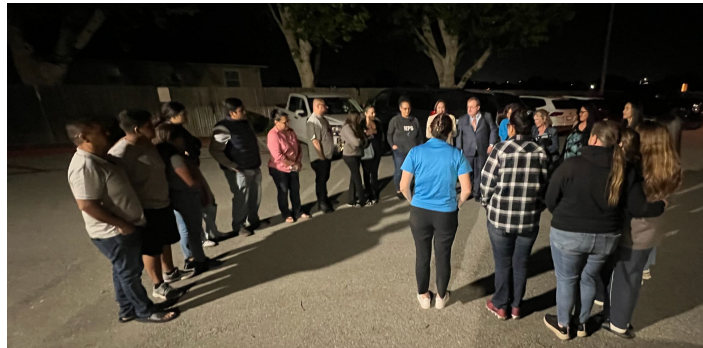
Authorizer Relations

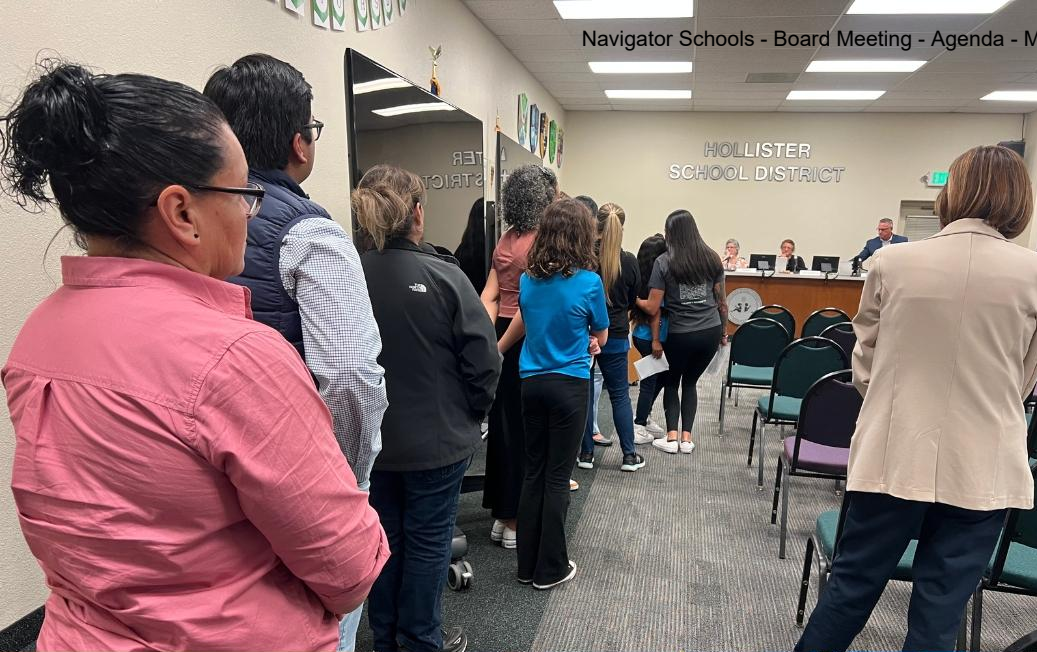
HSD approved our Prop 39 site for 2025-26

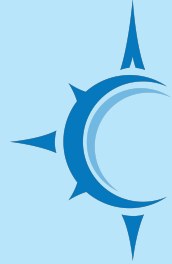
After hearing testimony from Hollister Prep staff, parents, and legal counsel, Hollister School District board members unanimously voted to renew our school's facilities use agreement. Our Navi community received praise for the collaborative and positive tone used.

The **collaborative teammates** who supported these efforts:

- HPS leadership, educators, scholars, and community members
 - One HPS teammate spent her birthday at the board meeting
 - Some HPS scholars missed their bedtimes
 - Some Navi teammates watched online
 - All teammates represented our Navi blue excellently!







School News: Closing out the year with a collaborative spirit!

Navigators are collaborative teammates

On April 13, we had a successful TK & Kinder Lottery Day leading to fully enrolled TK/K at all sites* — followed by a busy “acceptance week” spent welcoming our next generation of Navi scholars & families.

The **collaborative teammates** who made this magic happen:

- Community Schools Coordinators
- Engagement & Comms Team
- The School Office Teams across the network
- Our staff who participated in our social media enrollment campaigns



After three years of partnership with Valor's Powered by Compass (PBC) team, we are proud and excited to share that three of our schools are now Valor certified!

The **collaborative teammates** who led these remarkable efforts:

- Our network leaders: Andi, Kirsten, & Melissa
- Missy, Nancy, Norma & their team of incredible leaders & staff



While end of year testing can seem like a daunting, unmemorable time of the school year for most— that is not the Navi way! This SBAC season was one of joy, celebration, & collaboration as we championed our scholars.

The **collaborative teammates** who made this possible:

- ALL-HANDS-ON-DECK (it was a multi-community effort across the network!)
 - Our Navi Educators
 - Our Navi Families
 - Our Navi Leaders
 - Our incredible Navi teammates: Victoria, Elizabeth, & Fatima



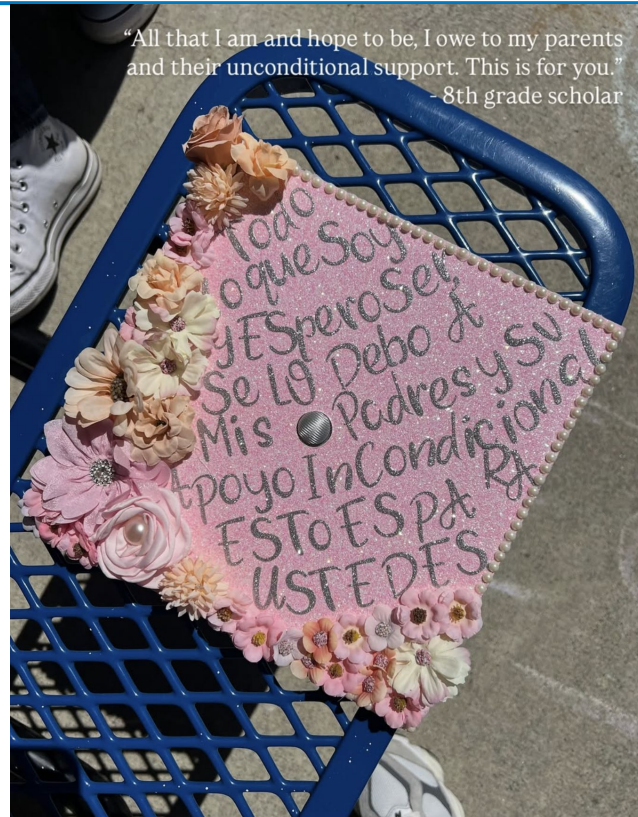
It's drawing near to the “high school, college, and beyond” time for our Navi 8th graders & 6th graders (HC) as we enter promotion season.

The **collaborative teammates** whose dedication has led to phenomenal outcomes for our scholars & these celebrations:

- The relay of Navi educators who have ensured quality instruction
- The teams across each campus who are organizing the promotion events, ensuring that all of our promoting scholars feel recognized & celebrated for this milestone in their educational journey
- Our Navi families for entrusting to us their scholars for the duration of their elementary & middle school years



HPS 8th graders decorate graduation caps that are used for a display during the ceremony— many of which are decorated with heartfelt messages.



Thank You!



Navigator Schools

Charting a new course in education

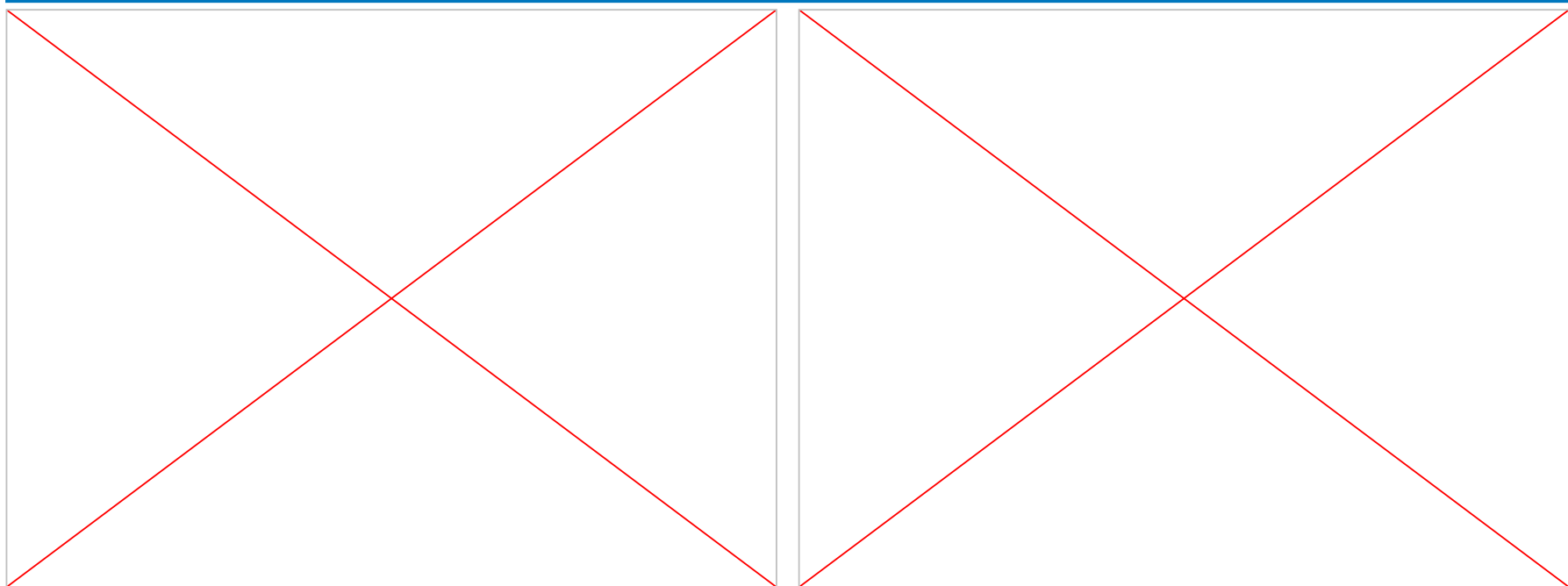
Caprice Young, Ed.D.

CEO and Superintendent

(831)833-6627

Caprice.Young@navigatorschools.org

SBAC motivation continued . . .



Coversheet

Approval of the Consent Agenda

Section:	II. Consent Agenda
Item:	A. Approval of the Consent Agenda
Purpose:	Vote
Submitted by:	Tom Peraic
Related Material:	1. Search and Seizure Policy (06.09.25).pdf 2. Application for Title Funding (06.09.25).pdf 3. Santa Clara COE MOU (06.09.25).pdf 4. Sonja Biggs Agreement (06.09.25).pdf 5. Laurie Coleman ICA (06.09.25).pdf 6. Sharon Waller ICA (06.09.25).pdf 7. Therapy Zone 4 Kidz ICA (06.09.25).pdf 7a. Therapy Zone 4 Kidz Exhibit A (06.09.25).pdf 8. Larson Communications Agreement (06.09.25).pdf 9. Meal Services Contract (06.09.25).pdf 10. Board Member Agreement and Survey 2025-26 (06.09.25).pdf 11. Resolution (BR_2025-3) re Opposition to AB 84 (06.09.25).pdf 12. Aperia Contract (06.09.25).pdf 13. Cross Country Education Master Contract 25-26 (06.09.25).pdf 14. Envision Contract (06.09.25).pdf 15. Navigator Insurance Proposal (06.09.25).pdf

BACKGROUND:

1. Search/Seizure Policy
2. Application for Title Funding
3. Santa Clara COE MOU
4. Sonja Biggs Agreement
5. Laurie Coleman ICA
6. Sharon Waller ICA
7. Therapy Zone 4 Kidz ICA
- 7a. Therapy Zone 4 Kidz Exhibit A
8. Larson Communications Agreement
9. Meal Services Contract
10. Board Member Agreement and Survey 2025-26
11. Resolution re Opposition to AB 84
12. Aperia Contract
13. Cross County Education Master Contract 25-26
14. Envision Contract
15. Navigator Schools Insurance Quote

RECOMMENDATION:

1. Approval - Staff recommendation for use of metal detectors and wands at schools
2. Approval - Standard application for title funding
3. Approval - Standard annual MOU with Santa Clara MCOE
4. Approval - Special education service provider whose fees may exceed \$50,000
5. Approval - Special education service provider whose fees may exceed \$50,000
6. Approval - Special education service provider whose fees may exceed \$50,000
7. Approval - Special education service provider whose fees may exceed \$50,000
- 7a (Exhibit to previous item)
8. Approval - Communications services provider whose fees may exceed \$50,000
9. Approval - Standard meal services contract, contract exceeds \$50,000
10. Approval - Same form as previously used, except that the "Commitment to Board Development" section has been amended to include the mission and the addition of the following phrase: "(M)ake an annual personally meaningful contribution in support of the mission."
11. Approval - Resolution opposing AB 84 which could have negative financial ramifications placed upon charter schools
12. Approval - CSP Replication and Expansion Grant services provider, to assist Navigator 'CSP Team' with reporting/compliance associated with the grant and guidance to Project Director, contract exceeds \$50,000
13. Approval - Special education service provider, whose fees may exceed \$50,000
14. Approval - Physical education service provider, contract exceeds \$50,000
15. Approval - Renewal of insurance policies, contract exceeds \$50,000

NAVIGATOR SCHOOLS

SEARCH/SEIZURE POLICY

Search and Seizure

Navigator Schools is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or Navigator Schools property under their control and may seize illegal, unsafe, or otherwise prohibited items.

Navigator Schools urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, and Navigator Schools policy and procedures.

The CEO & Superintendent or designee shall ensure that administrators or designees who conduct student searches receive training regarding the requirements of Navigator Schools' policy and procedures and other legal issues, as appropriate.

Individual Searches

If a student has engaged in conduct that causes an administrator or designee to have **reasonable suspicion** that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator or designee may conduct a search of that student. The administrator or designee must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, administrators/designees must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.

- Jackets, purses, pockets, back packs, bags, and containers in the student's possession as well as school-assigned storage space may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- When feasible, administrators/designees of the same sex as the student being searched may conduct the search
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two Navigator Schools employees.

The administrator or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Use of Metal Detectors and Wands

Navigator Schools believes that the presence of weapons in the schools threatens Navigator Schools' ability to provide the safe and orderly learning environment to which students and staff are entitled. Navigator Schools also believes that metal detector and wand searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The administrator or designee may use metal detectors and wands at Navigator Schools as necessary to help provide a safe learning environment and shall establish a plan to ensure that metal detector and wand searches are conducted in a uniform and consistent manner.

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year: ☐

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year: ☐

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* Title I, Part A (Basic Grant):
ESSA Sec. 1111 et seq.
SACS 3010 ☐ No ☐ Yes

* Title II, Part A (Supporting Effective Instruction):
ESEA Sec. 2104
SACS 4035 ☐ No ☐ Yes

* Title III English Learner:
ESEA Sec. 3102
SACS 4203 ☐ No ☐ Yes

* Title III Immigrant:
ESEA Sec. 3102
SACS 4201 ☐ No ☐ Yes

* Title IV, Part A (Student and School Support):
ESSA Sec. 4101
SACS 4127 ☐ No ☐ Yes



Santa Clara County Office of Education
Dr. Charles Hinman
Interim County Superintendent of Schools

Informational Bulletin

For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 25-022

Date: April 2, 2025

To: Charter School Administrators

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

Re: Direct-Funded Charter School Retirement Reporting Agreement for Fiscal Year 2025-26

Deadline: July 1, 2025

The purpose of this bulletin is to remind all directly funded charter schools to submit the attached *Agreement for Charter School Retirement Reporting Services* together with the annual fee of \$3,500 for fiscal year 2025-26 on or before July 1, 2025. Please mail the check and signed agreement to:

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

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

To participate in the CalSTRS retirement program, charter schools must meet the following criteria:

- Be recognized as a public charter school by the California Department of Education.
- Elect to participate in CalSTRS and enroll eligible employees as CalSTRS members.
- Provide documentation to CalSTRS via a school district or county office of education. In accordance with Education Code 47611.3, a school district or county office of education may charge the charter school for the cost of providing reporting services.

If a charter school elects to participate in CalSTRS, the charter school is required to inform all applicants for positions within the charter school, of the retirement system options offered to the employees of the charter school. If a charter school chooses to make the CalSTRS Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the CalSTRS plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teachers' Retirement Law shall apply (Education Code 47611).

Please distribute this memo within your District as deemed appropriate.

County Board of Education: Maimona Afzal Berta, Victoria Chon, Raeena Lari, Jorge Pacheco Jr, Don Rocha, Jessica Speiser, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

Transforming Education through Leadership, Service, and Advocacy



**Memorandum of Understanding
between
Santa Clara County Office of Education
and**

Gilroy Prep/Navigator Schools

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Gilroy Prep/Navigator (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers' Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein.

2. Goals

- ☐ Improve access to inclusive, equitable, high-quality education.
- ☒ Provide quality support to districts, schools, students, and communities.
- ☒ Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers' Retirement System (CalSTRS) reporting.

3. Responsibilities

3.1. The Agency Responsibilities:

- The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
- The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
- The Charter shall maintain all payroll records for its employees and furnish the SCCOE a copy upon request.
- The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to reporting and processing of retirement information.
- The Charter shall submit to the SCCOE the full amount of the retirement contributions that includes both the employer and employee amounts within two business days after the close of each payroll.

3.2. The SCCOE Responsibilities:

- The SCCOE agrees to process CalSTRS reporting for the Charter.
- The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.



- The SCCOE will notify the Charter of retirement reporting exceptions and recommend possible resolutions.
- The Charter staff may participate in all workshops offered to school districts (within Santa Clara County) for ongoing training and attend other informational meetings related to CalSTRS retirement plans.
- The SCCOE will assist the Charter payroll representative in preparing appropriate entries for past reporting periods that were not processed prior to the effective date of this agreement.

3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:

Name: Andrew Huaracha

Title: Accounting & Finance Supervisor

E-Mail: andrew.huaracha@navigatorschools.org

Phone: 831-245-5151

4. Duration of Agreement

This Agreement begins on 7/1/25 and must be renewed each fiscal year beginning July 1 and ending June 30.

5. Articulation of Monies/Compensation

- The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
 - \$3,500 per year to be paid upon signing and submission of this Agreement (On or before July 1 of every year).
 - A processing fee of \$500 for each submitted retirement data file that is not acceptable and must be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
 - An accumulated late fee of \$100 per day for a contribution remittance received after the due date.
 - An accumulated late fee of \$100 per day for a file submission received after the due date
- The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

6. Other Terms

- 6.1. Entire Agreement:** This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.
- 6.2. Amendments:** This Agreement may only be amended by a written instrument signed by the Parties.
- 6.3. Severability:** Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.
- 6.4. Third-Party Beneficiaries:** This Agreement does not, and is not intended to, confer any rights or



remedies upon any person or entity other than the Parties.

- 6.5. Assignment:** No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.
- 6.6. Use of SCCOE Name and Logo for Commercial Purposes:** Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.
- 6.7. Governing Law, Venue:** This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

7. Insurance/Hold Harmless

- 9.1 Insurance:** The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.
- 9.2 Indemnification:** Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

8. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

9. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by applying an electronic signature using technology approved by SCCOE.

Authorized Signatures: continued on the next page



SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

Phone: _____

Email: _____

(Enter Agency Name):

By: _____
Signature of Authorized Agency Official

Name: Caprice Young

Title: CEO

Date: 5/16/25

Address: 1050 San Benito St, Ste 230

Gayton Ca 95023

Phone: 831-217-4881

Email: Caprice.young@navigatorschools.org

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____



Sonja Biggs Educational Services, Inc.

SONJA BIGGS EDUCATIONAL SERVICES, INC. AGREEMENT FOR EDUCATIONAL SERVICES

The following is an Agreement by and between Navigator 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, 2026, 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



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



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



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.



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 Schools

Name: _____

Name: _____

Signature: _____

Signature: _____

Title: _____

Title: _____

Date: _____

Date: _____

Address for Notice:

7483 Dornoch Court
Gilroy, California 95020
Attn: Lindy Culler, COO
Phone: 408-455-6559
Email: lindy.culler@sbesinc.com

650 San Benito St., Suite 230
Hollister, CA 95023
Attn: _____
Phone: _____
Email: _____

Information Concerning Company:

State of incorporation or formation: California
Type of Business Entity:
Company Phone: 408-455-6559

License #: 14240
Corporation TIN 47-5227770



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	Per
Teachers of the Blind & Impaired	\$199.00	Hour
Orientation & Mobility Specialist	\$199.00	Hour
TVI Cost of Travel (additional to hourly rates apply)	\$4,000.00	Trip
TVI Assistant	\$154.44	Hour
TVI Assistant Mileage*	\$0.70	Mile
Interpreter (Any Language) 2-Hour Minimum per session	\$150.00	Hour
Large Print, Tactile, Braille	\$80.00	Hour
Teacher Mentoring	\$199.00	Hour
Accessibility Consulting	\$199.00	Hour
ASL Interpreter 2-Hour Minimum per session	\$150.00	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. IEP Compliance
- c. Consult with student, family, and IEP team
- d. Assessment services (includes intake, annual, and tri-annual)
- e. IEP Compliance
- 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

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



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: _____



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:
 - ☒ 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.
 - If there is however a positive result, chest x-ray verification is required.
 - 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: _____



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
Britt Reel	TVI/COMS	britt.reel@sbesinc.com
Heather Willoughby	TVI	heather.willoughby@sbesinc.com
Danielle Messett	TVI	danielle.messett@sbesinc.com
Jonathan West	TVI	jonathan.west@sbesinc.com
Stephanie Mundinac	TVI	stephanie.mundinac@sbesinc.com
Tyler Griffin	TVI	tyler.griffin@sbesinc.com

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into and made effective on July 1, 2025 (“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 Laurie Coleman (“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 **Exhibit A** attached hereto (the “Services”). 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, and 7, below.

2. **Compensation and Term.**

2.1 Contractor shall perform the Services at the rate of \$100.00 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, 2026 (“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, subject to Section 8.7 herein; (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 NAVIGATOR’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 no later than the 5th day of the month following the month in which services were performed. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.4 below. NAVIGATOR shall make payment to Contractor for all sums due on approved invoices within 45 (forty-five) days thereafter.

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' 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

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, respectively; and (e) Contractor's personnel that currently 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 from the other party 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 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 NAVIGATOR's 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 general liability insurance covering all activities of Contractor's personnel performing Services hereunder with coverage of not less than two million dollars (\$2,000,000) for any incident and two million dollars (\$2,000,000) annual aggregate per incident. Coverage must include abuse and molestation insurance. Contractor shall name NAVIGATOR as an additional insured and shall provide NAVIGATOR with a Certificate of Insurance showing such status 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, including any and all exhibits and amendments, constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede any and 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 any waiver constitute 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 or other communication 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, strike, civil disorder, war, pandemics, and quarantines. This Agreement may be executed in counterparts and together constitute one instrument. Counterparts may be delivered to a party by scan/email and shall be considered an original signature.

[Signatures to Follow on Next Page]

Date: _____

“CONTRACTOR” _____

By: Laurie Coleman

Its: Speech Language Pathologist

Date: _____

“NAVIGATOR” _____

By: Noël Russell-Unterburger

Its: Chief Financial & Operating Officer

Exhibit A

The Contractor will complete the following deliverables:

1)

2)

3)

Etc.

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 or 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.

<hr/> Authorized Contractor Signature	<hr/> Printed Name	<hr/> Title	<hr/> Date
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INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into and made effective on July 1, 2025 (“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 Sharon Waller (“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 **Exhibit A** attached hereto (the “Services”). 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, and 7, below.

2. **Compensation and Term.**

2.1 Contractor shall perform the Services at the rate of \$100.00 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, 2026 (“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, subject to Section 8.7 herein; (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 NAVIGATOR’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 no later than the 5th day of the month following the month in which services were performed. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.4 below. NAVIGATOR shall make payment to Contractor for all sums due on approved invoices within 45 (forty-five) days thereafter.

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' 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

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, respectively; and (e) Contractor's personnel that currently 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 from the other party 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 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 NAVIGATOR's 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 general liability insurance covering all activities of Contractor's personnel performing Services hereunder with coverage of not less than two million dollars (\$2,000,000) for any incident and two million dollars (\$2,000,000) annual aggregate per incident. Coverage must include abuse and molestation insurance. Contractor shall name NAVIGATOR as an additional insured and shall provide NAVIGATOR with a Certificate of Insurance showing such status 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, including any and all exhibits and amendments, constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede any and 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 any waiver constitute 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 or other communication 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, strike, civil disorder, war, pandemics, and quarantines. This Agreement may be executed in counterparts and together constitute one instrument. Counterparts may be delivered to a party by scan/email and shall be considered an original signature.

[Signatures to Follow on Next Page]

Date: _____

“CONTRACTOR” _____

By: Sharon Waller

Its: Speech Language Pathologist

Date: _____

“NAVIGATOR” _____

By: Noël Russell-Unterburger

Its: Chief Financial & Operating Officer

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The Contractor will complete the following deliverables:

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Etc.

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Authorized Contractor Signature	Printed Name	Title	Date
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INDEPENDENT CONTRACTOR AGREEMENT

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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 **Exhibit A** attached hereto (the “Services”). 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, and 7, below.

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[Signatures to Follow on Next Page]

Date: _____

“CONTRACTOR” _____

By: Debbie Neargarder

Its: CEO

Date: _____

“NAVIGATOR” _____

By: Noël Russell-Unterburger

Its: Chief Financial & Operating Officer

Exhibit A

The Contractor attached Rate letter

Exhibit B

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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 or 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

THERAPY ZONE 4 KIDZ

HELPING CHILDREN REACH THEIR TARGET

(408) 334-0400 • therapyzone4kidz@gmail.com • www.therapyzone4kidz.com

Morgan Hill • 16360 Monterey Road, Ste. 220 Morgan Hill CA, 95037

April 28, 2025

To Whom It May Concern:

The following are the rates for school year 2025-2026:

Occupational Therapy Rate:

RATE OF \$170/per hour per student

Evaluation/Triennial Rate:

\$1,000

Includes standardized assessment, if appropriate, scoring, report analysis and written report.

Does not include IEP meeting time. IEP meeting time will be billed at the \$170 hourly rate.

Annual reports will be billed for 1 hour at the \$170 hourly rate, to include updating progress on current goals, creating new goals and summary report. Does not include IEP meeting time. IEP meeting time will be billed at the \$170 hourly rate.

Quarterly goal updates will be billed for 15 minutes per student at the \$170 hourly rate.

Please allow ample time to complete any reports/assessments

1. Written notice of IEP meetings will be given with at least 2 weeks notice prior to meeting.
2. Written notice of a signed assessment plan will be given within 10 days of school receiving assessment plan. Therapy Zone 4 Kidz occupational therapist will be allowed sufficient amount of time to assess, consult and observe the student in the school environment, with a minimum of 30 days to complete the assessment and write the report.
3. If sufficient time is not given, we request that an amendment meeting will be scheduled in order for our therapist to complete the assessment and report write-up.

Thank you

Debbie Nearingder, CEO



PROFESSIONAL SERVICES AND CONFIDENTIALITY AGREEMENT

This Independent Contractor Agreement ("Agreement") is entered into beginning August 1, 2025, by and between Larson Communications ("Larson") and Navigator Schools ("Navigator") with respect to the following facts:

RECITALS

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

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

1. Term and Termination.

The term of the Agreement shall commence on August 1, 2025 and will transition to a month-to-month agreement on July 31, 2026, subject to renewal. Either party may terminate the Agreement at any time with 60 days written notice. No additional payment or compensation shall be required or forthcoming to Larson upon termination. This Agreement supersedes all prior agreements.

2. Confidential Information.

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

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

3. Duties.

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

- a. Larson shall have the right to sell its services to any other company or entity, provided that such activities do not interfere with the performance of Larson's duties hereunder and such services do not conflict with Navigator's interests or the interests of Navigator's clients.
- b. Navigator shall have no right to control the manner or the means by which Larson performs services for Navigator. Navigator shall not be required to make available to Larson any facilities or equipment.
- c. The duties and services of Larson shall include deliverables specifically but not limited to the plan laid out in the Navigator Schools Communications Proposal (Proposal) sent to Navigator on May 29, 2025.
- d. Any additional duties or responsibilities asked of Larson by Navigator may be separately scoped at both Navigator's and Larson's agreement.
- e. Larson shall communicate with Caprice Young or her Navigator-specified designee(s), for all purposes relating to this Agreement.
- f. Larson may hire or contract with other people to fulfill the obligations under this Agreement, as Larson deems necessary. Larson understands, however, that this Agreement is with Larson alone, and that Larson is solely responsible to see that its terms are met. Larson is solely responsible, also, for payments to anyone else with whom Larson hires or with whom Larson may contract.

4. Compensation.

- a. Larson and Navigator agree that this Agreement is adequately supported by the material covenants and agreements expressed herein.
- b. Navigator shall pay Larson a minimum monthly amount for services known as the monthly retainer. The purpose of the monthly retainer is to provide discounted professional services in exchange for a commitment from Navigator to a minimum discounted monthly fee. The monthly retainer of \$10,000.00 is due on the beginning of each month, in advance of that month, beginning in August 2025, with the final payment in July 2026. This fee will entitle Navigator to 55 hours per month in discounted professional services to carry out the scope of work outlined in paragraph 3, Duties. Payment shall be submitted to Larson upon e-mail receipt of invoice at the end of each month either through ACH deposit or to:

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

- c. Larson and Navigator agree that the monthly retainer entitles Navigator to utilize hourly services from Larson at the discounted rates. If Larson's services at the discounted rates exceed the 55 monthly hours on this Agreement, then Navigator is to pay Larson for additional hours at Larson's standard hourly rates of \$225 per hour.
- d. A late payment fee of 1.5% per month will be charged on all unpaid balances over 60 days from the date of the invoice.

5. Expenses.

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

6. Ownership of Inventions.

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

7. Independent Contractor Status.

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

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

8. Conduct by Larson.

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

9. Conduct by Navigator.

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

10. Taxes.

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

11. Indemnification.

Larson indemnifies and holds harmless Navigator, their officers, directors, employees, agents and counsel, from and against any and all liabilities, losses, damages, claims, causes of action, judgments, suits, penalties, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance

by Larson or its employees or agents of the services provided pursuant to this Agreement, provided that nothing herein shall be construed to require Larson to indemnify Navigator from or against the negligent acts of Navigator or its employees.

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

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

12. General Terms and Conditions.

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

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



Gary L. Larson
President
Larson Communications

Dr. Caprice Young
Chief Executive Officer
Navigator Schools



Fixed-Price Contract Vended Meal Contract Meal Services

Navigator Schools

Vended Meals for NSLP / SBP / AMS / SSO

Assurance of Civil Rights Compliance (NSLP/SBP)

The program applicant hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.);
- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);
- Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.);
- All provisions required by the implementing regulations of the Department of Agriculture;
- Department of Justice Enforcement Guidelines, 28 CFR Part SO.3 and 42;
- FNS directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from FNS; and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review such records, books, and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on the behalf of the Program applicant.

Assurance of Civil Rights Compliance (CACFP)

The program applicant hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (P.L. 88-352)) and all requirements imposed by the regulations of the Department of Agriculture (7 CFR Part 15);
- DOJ (28) CFR Parts 42 and 50) and FNS directives or regulations issued pursuant to that Act and the regulations, to the effect that, no person in the United States shall, on the ground of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under any program or activity for which the Program applicant received Federal financial assistance from USDA; and hereby gives assurance that it will immediately take any measures necessary to fulfill this agreement.
- This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or other contract that has as one of its purposes the provision of cash assistance for the purchase of food, and cash assistance for purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review such records, books, and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on the behalf of the Program applicant.

Prohibited Items

No firm, corporation, or individual shall blacklist or require a letter of relinquishment or publish or cause to be published or blacklisted any employee, mechanic, or laborer, discharged from or voluntarily leaving the service of such company, corporation, or individual, with intent and for the purpose of preventing such employee, mechanic, or laborer from engaging in or securing similar or other employment from any other corporation, company, or individual.

TERMS, SPECIFICATIONS, CONDITIONS, AND REQUIREMENTS

- A. ***Duration of Contract.*** This contract shall be for a period of up to one year, beginning on 08/19/2025, and ending on 06/12/2026, with up to four 1-year renewals with mutual agreement between the SFA/Sponsor and the Vendor (7 CFR Part 210.16(d)).

- B. The SFA/Sponsor must check only the program(s) requiring vended meals.

National School Lunch Program (NSLP)

School Breakfast Program (SBP)

After School Snack Program (AMS-NSLP)

Seamless Summer Option - (NSLP)

- C. If a material change will occur, the contract would need to be rebid.

A material change is defined as:

Any change made to a contract after it has been awarded that alters the terms and conditions of that contract substantially enough that had other respondents known of these changes in advance, they could have proposed differently and more competitively.

- D. The Vendor shall be an independent contractor and not an employee of the SFA/Sponsor. The employees of the Vendor are not employees of the SFA/Sponsor.
- E. The food service shall be operated and maintained by the SFA to benefit its students, faculty, and staff.
- F. The SFA/Sponsor shall be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of the state agency and USDA regarding each of the Child Nutrition Programs covered by this contract 7 CFR Part 210.16(a)(2).
- G. The SFA/Sponsor shall retain control of the CNP food service account and overall financial responsibility for the CNP contract 7 CFR Part 210.16(a)(4).
- H. SFAs/Sponsors shall retain control and establish all selling prices, including price adjustments, for all reimbursable meals/milk. Exception: Universal meals and non-pricing programs need not establish a selling price for reimbursable meals/milk 7 CFR Part 210.16(a)(4).
- I. The Vendor shall comply with the rules, regulations, policies, and instructions of the state agency and USDA and any additions or amendments thereto, including USDA regulations 7 CFR Parts 210, 215, 220, 245, 250, 7 CFR Part 225 (SFSP), if applicable, 7 CFR Part 226 (CACFP), if applicable, 2 CFR 200.318-326, Appendix II to Part 200; 2 CFR 400, 2 CFR 416, 2 CFR 417, 2 CFR 418; and 7 CFR Part 215 (SMP).
- J. The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; All provisions required by the implementing regulations of the Department of Agriculture; Department of Justice Enforcement Guidelines, 28 CFR

Part SO.3 and 42; FNS directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from FNS; and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.

- K. Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA) (Appendix II of 2 CFR Part 200(G)).
- L. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or propose for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award. (Appendix II of 2 CFR Part 200(I)).
- M. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer based on a standard workweek of 40 hours. Work in excess of the standard workweek is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the workweek. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence Appendix II of 2 CFR Part 200(E).
- N. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.” Appendix II of 2 CFR Part 200(C).

- O. The Vendor shall comply with the Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency (Appendix II of 2 CFR Part 200 (D)).
- P. Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines (2 CR Part 200.323).
- Q. The Vendor shall comply with the *Buy American Provision* for contracts that involve the purchase of food, USDA Regulation (7 CFR Part 250, 7 CFR Part 210.21(d), and 220.16(d)). The Vendor is required to purchase, to the maximum extent practicable, domestic commodities and products.

The SFA participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practical, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR Part 210.21(d). Section 12(n) of the National School Lunch Act defines "domestic commodity or product" as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. Substantially means over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. The Buy American provision must be followed in all procurements where funds are used from the nonprofit food service account, whether directly by an SFA or on its behalf.

Exceptions to the Buy American provision should be used as a last resort; however, an alternative or exception may be approved upon request. To be considered for the alternative or exception, the request must be submitted in writing to a designated official, a minimum of 14 days in advance of delivery. The request must include the:

Alternative substitute (s) that are domestic and meet the required specifications:

1. The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
2. Competitive proposals reveal the costs of a U.S. product are significantly higher than the non-domestic product.

The Vendor will include the **“BUY AMERICAN PROVISION CERTIFICATION FORM FOR FOOD PURCHASES** with their proposal. The Vendor must identify all food products proposed by the Company that do not meet the definition of “domestic” on this document. In the event the SFA receives a proposal from a Vendor that does not include this information, the SFA is to consider the proposal non-responsive. The SFA must determine the accuracy of the Buy American Certification Form as submitted by the prospective Vendor. Any Vendor submitting inaccurate information on the Buy American Certification Form must be considered a non-responsive proposal.

The Buy American Certification Form is included in the RFP. A Microsoft Word version may be found on the CNP Website under School Food Service/Forms if additional space is needed. Proposals submitted without the completed Buy American Certification form are considered non-responsive and not eligible for award.

- R. The SFA must take all necessary affirmative steps to assure that minority businesses, women's Business enterprises and labor surplus area firms are used when possible 2 CFR Part 200.321.

Affirmative steps must include:

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- (4) Establishing delivery schedules, where the requirement permits, which encourages participation by small and minority businesses, and women's business enterprises;
- (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in Paragraphs 1 through 5 of this section.

- S. **Rights to Inventions Made Under a Contract or Agreement.** If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency (Appendix II of 2 CFR Part 200 (F)).
- T. **Debarment and Suspension** (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p.235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549 (Appendix II of 2 CFR Part 200 (H)).
- U. **Pricing:** Any charges to the SFA/Sponsor must be clearly identified in the proposal. Any fees the Vendor imposes outside of the contract may not be paid for with Child Nutrition Funds.

The Vendor shall make substitutions in the food components of the meal pattern for students with disabilities when their disability restricts their diet as stated in the students’ Individual Educational Plans (IEPs) or 504 Plans, and those non-disabled students who are unable to consume regular meals because of medical or other special dietary needs. Substitutions shall be made on a case-by-case basis when supported by a statement of the need for substitutes that include recommended alternative foods, unless otherwise exempted by USDA. A medical doctor or a recognized medical authority shall sign such statement. **There will be no additional charge to the student for such substitutions.**

The fixed price per meal/lunch equivalent will be subject to an annual escalator provision, made at the time of contract renewal, based on the CPI for Food Away from Home. The specific CPI used will be the CPI for All Urban consumers as of January of the current year (rounded down to the nearest cent).

- V. **Invoices:** Invoices must clearly identify each SFA site and show a total amount due for each SFA site. The Vendor shall invoice the SFA/Sponsor at the end of each month for amounts due based on transport records and actual meals delivered.
- W. **Payments:** Payment of account will be made within 30 days from receipt of invoice. Upon termination of the Agreement, all outstanding amounts shall be immediately due and payable. The flat fee proposed for meals served under the NSLP, SBP, SFSP, and CACFP must include the cost of serving milk. No other fees, other than what is listed on the Proposal Summary and Agreement Page, may be charged to the SFA/Sponsor. **All delivery fees must be included in the per meal price.**

No payment shall be made for meals that are spoiled or unwholesome at time of delivery, do not meet

detailed specifications as developed by the SFA/Sponsor for each food component in the meal pattern, or do not otherwise meet the requirements of the Contract. Specifications shall cover items such as grade, purchase units, style, condition, weight, ingredients, formulations, and delivery time (7 CFR Part 210.16(c)(3)).

As stated above, all meals must meet the detailed specifications for the grade groups being served. No payment is to be made to the Vendor for meals that do not meet the minimum component requirements, quantity requirements, vegetable subgroup requirements, and nutrient specifications for the age/grade group served.

All invoices are to be sent to the following address:

Navigator Schools

650 San Benito St.
STE 230 Hollister, CA
95023

david.lebarre@navigatorschools.org

- X. Credits: The Vendor will give credits for any product shortage, defective packages, or unsatisfactory products as deemed by the SFA.

GENERAL REQUIREMENTS AND SPECIFICATIONS FOR VENDED MEALS

- A. The SFA has listed detailed menu requests and requirements in ATTACHMENT B. Please review carefully.
- B. The SFA/Sponsor has final determination of the opening and closing dates for all sites, if applicable.
- C. Vended Meals Orders: SFA will order meals at minimum 1 week preceding the week of delivery; orders will be placed for the total number of days in the succeeding week, and will include breakdown totals for each school and each type of meal.

The SFA reserves the right to increase or decrease the daily number of meals ordered with at least 72 hour notice or less if mutually agreed upon between the parties to the Awarded Contract.

- D. The SFA reserves the right to suggest menu changes within the Vendor's suggested food cost periodically throughout the contract period.
- E. Sanitation: All meals and meal related items must be prepared and stored in accordance with all applicable health and sanitation regulations.
- F. Production Records: As required by federal guidelines, Vendor must provide food production records for the meals purchased by SFA. The records must demonstrate how the meals contribute to the required food components, food items, or menu items for each day of operation. Furthermore, these records must provide sufficient documentation to determine how the purchased meals contribute to meeting the age/grade appropriate nutrient standard over the school week.
- G. Substitutes: Meals shall be ordered by the School based on Vendor provided monthly menus. Items not on the proposal listing shall not be delivered without prior approval from the SFA's Kitchen Manager or Nutrition Program Director. If a substitute is necessary, delivery of an equal or superior product at an equal or lower price is permitted with prior approval.
- H. Noncompliance: The SFA reserves the right to inspect and determine the quality of food delivered and reject any meals which do not comply with the requirements and specifications of the Awarded Contract. The Vendor shall not be paid for unauthorized menu changes, incomplete meals, meals not delivered within the specified delivery time period and meals rejected because they do not comply with the specifications. The SFA reserves the right to obtain meals from other sources if meals are rejected due to any of the stated reasons. The Vendor will be responsible for any excess cost, but will receive no adjustment in the event the meals are procured at a lesser cost. The SFA or agency inspecting shall notify the Vendor in writing as to the number of meals rejected and the reasons for rejection.
- I. Specifications
 - 1. Packing
 - i. All meals shall be encased in sanitary wrappers or containers, which shall be sufficiently strong and tight to exclude dirt and moisture. The packing in which vended meals are furnished shall be as follows:
 - a. Standard commercial packages (when applicable)
 - b. Securely sealed to ensure freshness of the product and protect contents

- from contamination
 - c. Packages that are dirty, torn, open, mashed, and/or damaged in any way, will be returned to the contractor.
 - ii. Hot Meal Unit – Package suitable for maintaining meals in accordance with local health standards. The container and overlay should have an airtight closure, be of nontoxic material, and be capable of withstanding temperatures of 400 degrees F (204 degrees C) or higher.
 - a. Food should be delivered with an internal temperature of 135 degrees F or above
 - iii. Cold Meal Unit or Unnecessary to Heat – Container and overlay to be plastic or paper and non-toxic.
 - a. All refrigerated foods shall be delivered at an internal temperature of 41 degrees F or below.
 - b. All frozen foods shall be delivered at 0 degrees F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off-color or odors.
 - iv. Cartons – Each carton to be labeled. Label to include:
 - a. Processor's name and address (plant)
 - b. Item identification and meal type
 - c. Date of production
 - d. Quantity of individual units per carton
2. Food Preparation: Meals shall be prepared under properly controlled temperatures and assembled not more than 24 hours prior to delivery unless agreed to by both parties.
 3. Product Freshness: It is the responsibility of the Vendor to assure product freshness at all times.
 4. Components of Vended Meals: Menus must meet the meal pattern requirements regarding the food components and minimum portions specified by the USDA. All foods must meet the minimum food specifications and quality standards as listed herein.
 5. Delivery Requirements: The vendor shall make Delivery to each SFA site in accordance with the order from the SFA.
 6. The Vendor will deliver the ordered meals as checked below or in a manner that is mutually agreed upon between the parties of the Contract to each school as listed below in SFA sites.
 - Refrigerated truck(s)
 - Insulated containers with ice (cold foods)
 - Insulated containers without ice (hot foods)
 - Heated units/ovens

Meal(s) are to be delivered by the Vendor in unitized form to locations as indicated in this solicitation.

The SFA reserves the right to add or delete school site(s) and building(s) by amendment of the initial list of approved sites in Schedule A. Deletion or addition of school site(s) and building(s) will be made not less than one week prior to the required date of service.

Any change in transportation cost that occurs as a result of adding or deleting school site(s) and building(s) shall be negotiated and noted in the modification. The Contractor's invoice shall show the cost as a separate item for the school site(s) and building(s). Otherwise, there shall not be any separate charge for transportation, fuel, or delivery. All costs are to be included in the unit price.

The Vendor shall be responsible for delivery of all meals and dairy products at the specified time. Adequate refrigeration or heating shall be provided during delivery of all food to ensure the wholesomeness of food at delivery in accordance with state or local health codes.

Deliveries shall be made to the sites listed in the site table daily, except Saturday, Sunday, and holidays, as ordered; unless specified otherwise, and at such hours as specified by and arranged with the receiving SFA's Kitchen Manager or Nutrition Program Director. It is the responsibility of the Vendor to place all deliveries in proper areas at each SFA site. All transportation logs must be reviewed and signed by an authorized SFA employee.

Furthermore:

- o All delivery personnel will be in uniform with company identification.
- o Delivery personnel will possess the Contractor's employee identification on their person at the time of delivery.
- o Delivery personnel will allow receiving staff the opportunity to inspect the inside of the delivery truck.

USDA-DONATED FOODS

- A. The SFA has the responsibility for the efficient and effective administration of the Federal Award through the application of sound management practices (2 CFR 200.400). The SFA also assumes responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award. Utilizing USDA-Donated foods is a sound management practice because it can significantly lower food cost rather than purchasing similar commercial products. The purchase of commercial products when USDA-Donated Foods are available would render the commercial purchase of these items as unreasonable and unnecessary and contributes to a higher cost for student meals.
- B. The SFA must determine the existence of the proper pass-through value of the donated commodities, i.e., credits or reductions on the invoice in the month of utilization. The values are to be based on the values at the point the SFA receives the commodities from the state agency and on USDA commodity prices pertinent to the time period and shall include both the basic commodities allocation as well as any bonus commodities 7 CFR Part 250.51.
- C. The Vendor must credit the recipient agency for the value of all donated foods received for use in the recipient agency's meal service in the school year or fiscal year (including both entitlement and bonus foods), and including the value of donated foods contained in processed end products, in accordance with the contingencies in 7 CFR Part 250.51. Any USDA-donated foods received by the SFA and made available to the Vendor must accrue solely to the benefit of the SFA's nonprofit child nutrition programs and shall be fully utilized therein.
- D. The Vendor must subtract from the SFA's monthly bill/invoice the current market value of all USDA-donated commodities received during each Contract Term as the commodities are used in the SFA's food service. The Vendor must credit the SFA for all USDA-donated commodities received for use in the SFA's food service. Each Contract Term whether the USDA-donated commodities have been used or not, such credit shall be issued in full prior to the expiration of each Contract Term.
- E. Credit issued by the Vendor to the SFA for USDA-donated commodities received during each Contract Term and used in the SFA's food service shall be recorded on the monthly bill/invoice as a separate line item entry and shall be clearly identified and labeled. Attached to the invoice shall be a detailed list identifying each received USDA-donated food item used in the SFA's food service and each USDA-donated food item credit issued for unused commodities, along with the current market value as issued by the state Department of Agriculture.
- F. The Vendor shall have records maintained and available to substantiate the receipt, use, storage, and inventory of USDA-donated commodities. The Vendor must submit to the SFA monthly inventory reports showing all transactions for processed and non-processed USDA-donated commodities.
- G. The SFA must conduct a reconciliation at the end of each Contract Term and upon expiration or termination of the Contract. The reconciliation will be used to ensure and verify correct and proper credit has been received for the full value of all USDA-donated commodities received by the Vendor during each Contract Term for use in the SFA's food service.
- H. The Vendor will use all donated ground beef and ground pork products, and all processed end products, in the recipient agency's food service. Commercially-purchased foods shall not be substituted for these foods. The Vendor will use all other donated foods, or will use commercially

purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service.

- I. The Vendor shall return all unused USDA donated ground beef products, ground pork products, and processed end products to the SFA upon termination, expiration, or non-renewal of the Contract.
- J. The SFA shall retain title to all USDA-donated foods.
- K. The procurement of processed end products on behalf of the recipient agency, as applicable, will assure compliance with the requirements in subpart C of 7 CFR Part 250 and with the provisions of the distributing or recipient agency processing agreements and will ensure crediting of the recipient agency for the value of donated foods contained in such end products at the processing agreement value 7 CFR 250.50(d).
- L. The Vendor is prohibited from entering into any processing contracts utilizing USDA-donated foods on behalf of the SFA as required in subpart C of 7 CFR Part 250. All refunds received from processors must be retained by the nonprofit school food service account. The Vendor shall pay all related processing fees and costs. (7 CFR 250.50(d).
- M. Any activities related to donated foods that the Vendor will be responsible for will be in accordance with 7 CFR Part 250.50(d). Such activities will be performed in compliance with the applicable requirements in 7 CFR Part 250.
- N. The Vendor shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA-donated foods.
- O. The Vendor shall accept and use USDA-donated foods in as large of quantities as may be efficiently utilized in the SFA's nonprofit food service, subject to approval of the SFA. The SFA should consult with the Vendor in the selection of commodities; however, the final determination as to the acceptance of commodities must be made by the SFA.
- P. The Vendor will comply with the storage and inventory requirements for donated foods in accordance with the contingencies in §250.52. The Vendor shall account for all USDA-donated foods separately from purchased foods. The Vendor is required to maintain accurate and complete records with respect to the receipt, use/disposition, storage, and inventory of USDA-donated foods. Failure by the Vendor to maintain the required records under this contract shall be considered prima facie evidence of improper distribution or loss of USDA- donated foods.
- Q. The Vendor shall have records available to substantiate that the full value of all USDA-donated foods is used solely for the benefit of the SFA.
- R. The Vendor will maintain all necessary records to document its compliance with requirements relating to donated foods, in accordance with §250.54(b).
- S. The distributing agency, sub-distributing agency, or recipient agency, the Comptroller General, the Department of Agriculture, or their duly authorized representatives, may perform onsite reviews of the food service operation, including the review of records, to ensure compliance with requirements for the management and use of donated foods.
- T. Extensions or renewals of the contract, if applicable, are contingent upon the fulfillment of all

contract provisions relating to donated foods.

HEALTH CERTIFICATIONS

- A. The SFA/Sponsor shall maintain all applicable health certifications on its facilities and shall ensure that all state and local regulations are being met by the Vendor preparing or serving meals at any SFA/Sponsor facility (7 CFR Part 210.16(a)(7).
- B. The Vendor shall maintain state and/or local health certifications for any facility outside the SFA/Sponsor facility in which it proposes to prepare meals and shall maintain this health certification for the duration of the contract as required under USDA Regulations 7 CFR Part 210.16(c) (2).

MEALS

- A. The Vendor shall serve meals on such days and at such times as requested by the SFA/Sponsor.
- B. Meals must meet meal pattern requirements and nutrition standards as specified in the attachments for the programs included in this proposal.
- C. If reimbursement is denied as a direct result of the failure of the Vendor to comply with the provisions of this Contract, the Vendor shall assume the responsibility for the amount denied.
- D. The SFA/Sponsor shall retain control of the quality, extent, and general nature of the food service (7 CFR Part 210.16(a) (4)).
- E. No payment will be made to the Vendor for meals that are spoiled or unwholesome at the time of delivery, do not meet detailed specifications as developed by the SFA/Sponsor for each food component in the meal pattern, or do not otherwise meet the requirements of this Contract. Specifications shall cover items such as grade, purchase units, style, condition, weight, ingredients, formulations, and delivery time (7 CFR Part 210.16(c)(3)).

As stated previously, all meals must meet the detailed specifications for the grade groups being served. No payment is to be made to the Vendor for meals that do not meet the minimum component requirements, quantity requirements, vegetable subgroup requirements, and nutrient specifications for the age/grade group served.

BOOKS AND RECORDS

- A. All records relating to the Contract, including subsequent renewal terms, if applicable, are the property of the SFA/Sponsor and shall be maintained in original form on SFA/Sponsor premises for the duration of the Contract. At any time during the Contract, the SFA/Sponsor reserves the right to require the Vendor to surrender all records relating to the Contract to the SFA/Sponsor within 30 days of such request 7 CFR Part 210.16(c)(1).

Such records shall include, but are not limited to:

- All data, materials, and products created by the Vendor on behalf of the SFA/Sponsors,
- Production records, including quantities and amounts of food used in preparation of each meal and food components of menus,
- Standardized recipes and yields from recipes,
- Processed product nutrient analysis,
- Dates of meal preparation,
- Number of meals and location(s) where meals were delivered,
- Signed delivery slips,
- Nutritional content of individual food items and meals as delivered

- Bills charged to the SFA/Sponsor for meals delivered under this contract, including any USDA commodity credit, where applicable,
 - Food and proposal specifications, and
 - All documents and records as noted in this Request for Proposal.
- B. The SFA shall perform edit checks on all records, provided by the Vendor, no later than the fifth working day succeeding the week in which services were rendered.
- C. Upon expiration or termination of the Contract, the Vendor shall surrender all records as noted above, relating to the initial Contract and all subsequent renewal terms, if applicable, to the SFA/Sponsor within 30 days of the Contract expiration or termination.
- D. The SFA/Sponsor shall retain all records relating to the initial Contract and all subsequent renewal terms for a period of three years either from the date of the final Contract renewal term has expired, receipt of the final payment under the contract is recorded, or after the SFA/Sponsor submits the final Claim for Reimbursement for the final fiscal year of the contract (7 CFR Part 210.23(C)).
- E. The Vendor shall provide the SFA/Sponsor with a year-end statement listing all invoiced amounts throughout the year, USDA annual credits, and other vital information.
- F. The SFA/Sponsor and the Vendor must provide all documents as necessary for the independent auditor to conduct the SFA's/Sponsor's single audit.
- G. The Vendor will make all records available to the SFA upon request; and retain all records for a period of three (3) years after the SFA submits the final Claim for Reimbursement for the fiscal year for inspection and audit by representatives of the SFA, State Agency, USDA, and Comptroller General. In instances where audit findings have not been resolved, the records must be retained beyond the 3-year period until resolution of the issues raised by the audit (2 CFR Part 210.23(c)).
- H. The Vendor shall not remove federally required records from SFA/Sponsor premises upon contract termination.

SANITATION

- A. The Vendor shall comply with all local and state sanitation requirements in the preparation of food.
- B. The Vendor shall prepare a sample plate that includes all potentially hazardous foods served. The sample shall be maintained under refrigeration for 48 hours at the school site.
- C. The Vendor shall operate and care for all equipment and food service areas in a clean safe and healthy condition in accordance with the standards acceptable to the SFA/Sponsor and comply with all applicable laws, ordinances, regulations, and rules of federal, state, and local authorities, including laws related to recycling.

LICENSES, FEES, AND TAXES

- A. The Vendor shall provide the SFA with a copy of all Permits to Operate and health inspections received from the local governing department of health in a timely manner.

NON-DISCRIMINATION

- A. Both the SFA/Sponsor and the Vendor agree that no child who participates in the NSLP, SBP, ASSP, CACFP, or SFSP program will be discriminated against based on race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity.

EMERGENCY CLOSING

- A. The SFA/Sponsor shall notify the Vendor of any interruption in utility service of which it has knowledge.
- B. The SFA shall notify the Vendor of any delay in the beginning of the school day or the closing of school(s) due to emergency conditions.

CERTIFICATION

- A. The Vendor has signed the Certification of Independent Price Determination, which was attached to the Vendor's proposal and which is incorporated herein by reference and made a part of this contract.
- B. The Vendor has signed the *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion*, which was attached to the Vendor's proposal and is incorporated and made a part of this contract. This is required of contracts of \$25,000 or more. (Appendix II of 2 Part CFR 200 (H)).
- C. The Vendor shall comply with all applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857{h}), Section 508 of the Clean Air Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency (EPA) regulations (40 CFR Part 15), (Appendix II of 2 Part CFR 200 (G)).
- D. The Vendor has signed the Lobbying Certification, Attachment I & K which is attached to the Vendor's proposal and which is incorporated and made a part of this contract. If applicable, the Vendor has also completed and submitted Standard Form-LLL, *Disclosure Form to Report Lobbying*, (or will complete and submit as required in accordance with its included instructions).

MISCELLANEOUS

- A. The Vendor shall comply with the provisions of the proposal specifications, which are hereby in all respects made a part of this contract.
- B. No provision of this contract shall be assigned or subcontracted without prior written consent of the SFA.
- C. No waiver of any default shall be construed to be or constitute a waiver of any subsequent claim.
- D. Any silence, absence, or omission from the contract specifications concerning any point shall be regarded as meaning that only the best commercial practices are to prevail and that only materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA/Sponsors are to be used.
- E. Payments on any claim shall not preclude the SFA/Sponsor from making a claim for adjustment on any item found not to have been in accordance with the provisions of this contract and proposal specifications.

INSURANCE

- A. The Vendor shall maintain the insurance coverage set forth below for each accident provided by insurance companies authorized to do business in the state of California. **A Certificate of Insurance of the Vendor's insurance coverage indicating these amounts must be submitted at the time of the award.**

- B. Comprehensive General Liability: \$ 1 mil per Occurrence / \$ 2 mil aggregate:

 Includes coverage for:
 - 1. Property Damage Liability: \$250,000 per Occurrence
 - 2. Premises: Up to the Liability limits
 - 3. Product Completed Operations (normally only required for building contractors or repair contractors)
 - 4. Bodily Injury: Up to the limit
 - 5. Medical Payment: \$5,000

- C. Automobile Liability: \$1 mil combined Single Limit

- D. Workers' Compensation – Statutory; Employer's Liability - \$1 mil per occurrence of subject to the statutory limits if a sole proprietor

- E. Excess Umbrella Liability: Excess required to achieve the minimum aggregate limits.

- F. Sexual Assault Molestation coverage: \$1 mil limit

- G. The SFA/Sponsor shall be named as additional insured on General Liability, Automobile, and Excess Umbrella. The Vendor must provide a waiver of subrogation in favor of the SFA/Sponsor for General Liability, Automobile, Workers' Compensation, and Excess Umbrella.

- H. The contract of insurance shall provide for notice to the SFA/Sponsor of cancellation of insurance policies 30 days before such cancellation is to take effect.

CACFP

- A. The SFA/Sponsor and Vendor agree to comply with all regulations set forth in 7 CFR Part 226, Child and Adult Care Food Program Regulations, and all other Federal and State laws (including IRS), regulations, policies, instructions and requirements established for this Program.

- B. The SFA/Sponsor shall approve any changes in the menus no later than two weeks prior to service after the initial cycle has been used.

ASSUMPTIONS

Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a material change in conditions, including, without limitations, changes to the following assumptions, the contract (1) may be terminated at the end of the current term or, (2) continue under the same terms as written, whichever is mutually agreed upon.

- A. The district's policies, practices, and service requirements shall remain materially consistent throughout the contract term and any subsequent contract renewals.
- B. Legislation, regulations, and reimbursement rates that create changes in the program shall remain materially consistent throughout the year.
- C. Usable commodities, of adequate quality and variety, valued at an amount set forth by USDA per pattern meal for the contract year will continue to be available for Vendor use.
- D. Meal components and quantities required by the program will remain consistent with prior years.
- E. The projected number of full feeding days are: 180
- F. Revenue credited to the food service program shall include all state and federal amounts received specifically for child nutrition operations.

TRADE SECRETS AND PROPRIETARY INFORMATION

- A. During the term of Agreement, the Vendor may grant to the SFA/Sponsor a nonexclusive right to access certain proprietary materials of the Vendor, including menus, recipes, food service surveys and studies, and similar compilations regularly used in Vendor's business operations (trade secrets). The SFA/Sponsor shall not disclose any of the Vendor's trade secrets or other confidential information, directly or indirectly, during or after the term of the Agreement. The district shall not photocopy or otherwise duplicate any such material without the prior written consent of the Vendor. All trade secrets and other confidential information shall remain the exclusive property of the Vendor and shall be returned to the Vendor immediately upon termination of the Agreement. The district shall not use any confusingly similar names, marks, systems, insignia, symbols, procedures, and methods. Without limiting the foregoing and except for software provided by the SFA/Sponsor, the SFA/Sponsor specifically agrees that all software associated with the menu systems, food production systems, and other software, are owned by or licensed to the Vendor and not the SFA/Sponsor. Furthermore, the district's access or use of such software shall not create any right, title interest, or copyright in such software and the SFA/Sponsor shall not retain such software beyond the termination of the Agreement. In the event of any breach of this provision, the Vendor shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. The SFA/Sponsor's obligations under this section are subject to its obligations under state public records laws. This provision shall survive the termination of the Agreement.
- B. Any discovery, invention, software, or programs paid for by the SFA/Sponsor shall be the property of the SFA/Sponsor to which the state agency and USDA shall have unrestricted rights.

TERMS AND TERMINATION

The contract between the SFA/Sponsor and the Vendor shall be of a duration of no longer than one (1) year; and options for the yearly renewal of a contract may not exceed four (4) additional years.

A. Termination For Cause And Convenience

Either party may terminate this contract for cause by notice in writing. The notice of termination must provide a termination date with at least 60 days' notice ([7 CFR Part 210.16\(d\)](#), Appendix II of 2 CFR Part 200 (B)). The contract also may be terminated for convenience (no cause) if the parties mutually agree to the termination, 2 C.F.R. Part 200, Appendix II(B).

B. Non-Performance/Breach of Contract

In the event of nonperformance under this contract and/or a material breach of a contract term, the SFA/Sponsor shall have the right to pursue all administrative, contractual, and legal remedies against the Vendor and shall have the right to seek all sanctions and penalties as may be appropriate (Appendix II of 2 CFR Part 200(A)).

In addition, the non-breaching party may terminate this agreement for cause by giving 60 days' written notice. If the breach is remedied prior to the expiration of this period, the non-breaching party may elect to continue this agreement.

The Vendor shall pay the SFA/Sponsor the full amount of any meal over claims, which are attributable to the Vendor's negligence, including those over claims based on reviews, or audit findings that occurred during the effective dates of original and renewal contracts. The SFA/Sponsor may terminate this contract for breach/neglect as determined by the SFA/Sponsor with written notification to the Vendor for failure of the Vendor to maintain accurate records in accordance with the above.

Notwithstanding the foregoing termination clause, in the event that the breach concerns such items as failure to maintain and enforce required standards of sanitation, failure to maintain proper insurance coverage as outlined by the contract, failure to provide required information/statements in the required time frame outlined in this RFP, or failure to maintain quality of service at a level satisfactory to the SFA/Sponsor, the SFA/Sponsor may terminate this contract immediately with written notification to the Vendor. The SFA/Sponsor is the responsible authority without recourse to FNS or the state agency to the settlement and satisfaction of all contractual and administrative issues arising from the transaction. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of contractual nature. Matters concerning violations of the law will be referred to local, state, or federal authority that has proper jurisdiction.

The Vendor and the SFA/Sponsor shall be excused from performance under the contract if such performance is delayed or prevented by wars, acts of public enemies, strikes, fires, flood, epidemics, pandemics, as a result of a force majeure or other acts of God.

C. Disqualifying a Vendor

A Vendor who fails to satisfactorily meet the terms of this contract may be disqualified from future proposal awards. If a School Food Authority has problems with the Vendor/Vended Meals company, the following steps will be taken:

1. The SFA/Sponsor will document the problem, noting the date and writing an accurate description of the problem.
2. The Vendor will be notified by telephone or email of the problem and how the problem should be corrected.
3. The SFA/Sponsor will maintain a record of the dates of all telephone calls and emails as well as the information discussed.
4. If the problem is not resolved, the SFA/Sponsor will give the Vendor written notification of the problem, indicating that immediate correction is expected and that failure to do so will be considered a breach of contract and could result in the cancellation of the contract.
5. If cancellation of the contract becomes necessary, the SFA/Sponsor will provide written notice of the proposed action to the Vendor. Reasons for the proposed action will be included. If the contract is not canceled, the SFA/Sponsor may disqualify the Vendor from future proposals.
6. A Vendor disqualified for lack of responsibility will be notified in writing and given an opportunity for a hearing. If the SFA is rejecting a proposal because of unresponsiveness, the Vendor will be informed of why the proposal was rejected.

PROPOSAL SUMMARY AND AGREEMENT PAGE

Navigator Schools

This document contains a solicitation for the furnishing of meals for a nonprofit food service program for the period beginning on 08/19/2025 and ending on 06/12/2026 and sets forth the terms and conditions applicable to the proposed procurement. Upon acceptance, this document shall constitute the Contract between the Vendor and the school food authority (SFA)/Sponsor.

The Vendor certifies that all terms and conditions within the bid shall be considered a part of the contract as incorporated therein. This Agreement shall be in effect for one year and may be renewed by mutual agreement for four additional one-year periods.

The Vendor shall not plead misunderstanding or deception because of such estimate of quantities, or of the character, location, or other conditions pertaining to the solicitation/Contract.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA COMMODITIES WILL BE RECEIVED

MEAL	UNITS(1)	RATE(2)	TOTAL(3)
Reimbursable Lunch-School Food Service (SFS)	154,894	\$3.75	\$580,852.50
Reimbursable Breakfasts	79,351	\$2.45	\$194,409.95
Reimbursable After-School Snack	78,843	\$1.10	\$86,727.30
Reimbursable Summer Lunches/Suppers	0		
Reimbursable SSO Breakfast and Lunch (If different than above)	0		
Additional pricing: Salad Bars Components - Price Per Serving	0		
Gluten-Free meal not accompanied by a medical statement	0		
Special Event Onsite Cooking	0		
Smart Slice Third-Party Pizza	0		
Premium Cut Fruit	0		
Multi-Day SSO Meal Kits for breaks and closures - Price per meal	0		
TOTAL ESTIMATED AMOUNT OF PROPOSAL			\$861,989.75

- 1 - To be completed by SFA/Sponsor
- 2 - All rates to be completed by VENDOR
- 3 - To be completed by VENDOR - all totals must be carried out to the second decimal place and must not be rounded
- * No items sold to the SFA/Sponsor by the VENDOR can be charged a rate other than the rates on this Proposal Agreement Page

Name of Vendor:

Address:

By submission of this proposal, the vendor certifies that in the event the vendor receives an award under this solicitation, the VENDOR shall operate in accordance with all current applicable state

and federal regulations. The vendor understands that the VENDOR cannot charge any fees other than the meal cost as indicated above for the number of meals served. The VENDOR will not charge late fees, charge for meals delivered, supplies, etc. The vendor also understands that this is a fixed-price contract and the price charged to the SFA cannot be changed during the school year. If the VENDOR chooses to renew the contract for subsequent years, the price charged to the SFA can be no more than the CPI for Food Away from home for January in the year of the renewal.

5/21/25

Date ²

[Signature]

Signature of VENDOR's Authorized Representative ²

[Signature]

Title ²

ACCEPTANCE OF THE CONTRACT:

Name of School Food Authority/Sponsor ¹

Date ¹

Signature of Authorized SFA/Sponsor Representative ¹

Title

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BOARD MEMBER AGREEMENT FORM (2025-26)

Board Member Commitments

The objectives of the Navigator Schools Board of Directors are to promote the success of the charter schools it governs and to ensure adherence to the mission and educational philosophy of Navigator Schools. To accomplish these objectives, board members must be willing to attend meetings, follow through on commitments, and participate fully in the decision-making process. Board members are asked to commit to this policy as part of their initial orientation. They will annually review and renew their individual commitments in the following areas.

Commitment to Mission

Navigator board members promote our shared mission, generating good will for the organization and encouraging support for the efforts of the staff and volunteers:
 “Navigator Schools equips students to be learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.”

Commitment to Governance

Board members keep all board deliberations confidential and accept and support final decisions. They encourage and respect the participation and contributions of fellow board members. Once a decision has been made through a collectively defined process, the board speaks with one voice.

Board members agree to act on behalf of the organization and its interests, putting aside personal concerns, affiliations, or constituencies. They guard against conflicts of interest and excuse themselves from discussions and votes where a conflict exists.

Commitment to Board Development and Mission

Board members agree to help recruit, mentor, and assist with the orientation of new board members and to make an annual personally meaningful contribution in support of the mission.

Commitment to Financial Management

The board, in order to remain accountable to donors, the public, and to safeguard Navigator’s tax-exempt status, assists in ensuring that proper financial controls are in place. Members will

1. Review revenues and expenses on a quarterly basis
2. Participate in the strategic planning and the setting of long-term goals
3. Advise and approve Navigator’s annual budget (and scheduled budget revisions)
4. Review the results of the external audits and recommend actions if needed

Commitment to Oversight

The board ensures that the Chief Executive Officer & Superintendent has the moral and

professional support needed to further Navigator's goals. Annually in October, the board will review the Chief Executive Officer & Superintendent's performance and compensation.

Commitment to Improving, Promoting, and Defending California Public Charter Schools

California charter schools are public, free, accountable, and open to all. They provide families with a voice and a choice to select innovative educational models that best serve the needs of children, young adults, and the community. Board members support and defend high-quality public charter schools in California.

Commitment to Active Participation

Board members agree to

1. Participate in six regular board meetings per year
2. Attend a majority of special and emergency board meetings
3. Attend annual trainings and other professional development approved by the board
4. Serve on at least one board committee
5. Visit each of Navigator's school sites at least once per year
6. Communicate with the Chief Executive Officer & Superintendent on a regular basis via email or phone
7. Check the email account provided by Navigator Schools on a weekly basis and respond to Google Calendar invitations to support effective communication and scheduling
8. RSVP to all meetings via Board On Track to ensure prompt public notice of quorums
9. Review all board meeting agendas and materials prior to board meetings
10. Complete an annual board self-evaluation, Chief Executive Officer & Superintendent evaluation, and ad hoc surveys
11. Complete background checks and fingerprinting as required by the Memorandum of Understanding with the Alameda County of Office of Education.
12. Submit an annual Statement of Economic Interest ([Form 700](#)) upon request

Commitment to Ethical Conduct and Discourse

Board members will act in accordance with board bylaws and all state and federal legislation for ethics, fairness, transparency, and open meetings, including the Brown Act.

Term of Service

Board members shall serve two-year terms. Board membership may be renewed for up to three consecutive terms. Board members who do not fulfill obligations listed in the Board Agreement Form may be asked to resign before the completion of their term.

Board Member Agreement

I agree to fulfill the above commitments and expectations and to comply with the governance policies as a member of the Board of Directors of Navigator Schools.

Signature of Board Member

Printed Name

Date



BOARD MEMBER DEMOGRAPHIC SURVEY

1. Please mark the one box that describes the race/ethnicity with which you primarily identify.

- ☐ Hispanic or Latino: a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- ☐ White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- ☐ Black or African American: a person having origins in any of the black racial groups of Africa.
- ☐ Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☐ American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- ☐ Two or more races: a person who primarily identifies with two or more of the above race/ethnicity categories.
- ☐ Unknown
- ☐ Prefer not to answer

2. Gender: How do you identify?

- ☐ Man
- ☐ Non-binary
- ☐ Woman
- ☐ Prefer to self-identify: _____
- ☐ Prefer not to answer

Questions? Please contact [Annie Stevens](#), Human Resources Coordinator, at (831) 217-4897.

NAVIGATOR SCHOOLS BOARD OF DIRECTORS
RESOLUTION RE OPPOSITION TO ASSEMBLY BILL 84 (MURATSUCHI)
(BR_2025-3)

WHEREAS Assembly Bill 84 (Muratsuchi) would triple authorizer oversight fees from 1% to 3% of a charter school's per pupil funding, redirecting more than \$210 million annually from classrooms to bureaucracy without accountability for how existing or increased fees are used;

WHEREAS nonclassroom-based charter schools would have up to 30% of their funding cut, despite these schools having 80% certified instructional costs, receiving no funding for facilities, and there being no evidence to suggest that schools that are not full-time seat-based cost less to operate than seat-based schools;

WHEREAS small school districts would be prohibited from authorizing charters, despite there not being a relationship between district size and quality of charter oversight since oversight fees are based on the ADA of the charter, thereby potentially limiting local education options for families;

WHEREAS the excessive increase in new audit requirements and authorizer oversight for all school districts are costly and overburden LEAs and charter authorizers, without assurance that these audit requirements will lead to improved oversight quality, particularly in the absence of accountability measures to ensure authorizers are meeting statutory oversight responsibilities;

WHEREAS there are already existing charter laws that address previous fraud cases and improve operational and fiscal accountability;

WHEREAS Assembly Bill 1505 imposes new renewal standards, expands credentialing requirements, expands reasons for charter denials, and limited appeals for denied charters;

WHEREAS Assembly Bill 1507 limits to geographic reach of "nonclassroom-based" charters and prohibits them from operating in facilities without district approval;

WHEREAS Senate Bill 126 explicitly requires charters and any managing entities to comply with various governance laws such as the Brown Act (open meetings), Public Records Act , Political Reform (financial disclosure), etc.

WHEREAS given these significant and comprehensive new requirements related to charter transparency, conflict of interest and limitations on the operation of nonclassroom-based schools, any further new accountability requirements should acknowledge recent new laws with an incremental approach to respond to new incidents that have emerged since these new laws went into effect.

NOW, THEREFORE, BE IT RESOLVED, that the Navigator Schools Board of Directors hereby opposes Assembly Bill 84 (Muratsuchi).

PASSED AND ADOPTED by the Navigator Schools Board of Directors, at a regular public meeting at which a quorum was present, on June 9, 2025.

Secretary, Navigator Schools

Date



**Apeira Revenue Solutions
Proposal to Navigator Schools**

EIN: 47-2942311
28195 Summit Drive, Novi, MI 48377
713-677-1377
Susie@apeirasolutions.com

SCOPE OF WORK and TIMELINE

Continue to lead the Navigator “CSP Team” through a successful implementation of the CSP Replication and Expansion grant, advise on reporting and compliance protocols, assist in the reporting, and guide Shun as Project Director.

July ‘25 – April ‘26

Deliverables during Alignment Phase 7/1/25 – 8/30/25

Time assumption = 2.5 days / week

Cost assumption = 10 days per month at \$2K monthly = \$20K monthly X 2 = \$40K

Aligning Grant Deliverables to Current Operating Plans

Revise the project milestones to align with the planned grant activities. Align project goals, objectives, outcomes, performance measures, and logic model accordingly.

Revise the management plan that is in the grant proposal accordingly. Support each CSP Team member on the production of their deliverables. For some members of the team, this support will be serving as a thought partner but for others it will be producing actual deliverables at the direction of the team member.

Revise the approved CSP budget to align with the planned grant activities and staffing plan.

Process formal amendments as required by the Program Office.

After the CSP revised budget is approved, collaborate closely with the CFOO to revise the multi-year financial model to current operations and the grant budget once revised. Advise on the viability of the fundraising need that results from this modeling and recommend adjustments to cost centers as applicable.



Grant Communications

Assist Shun in preparing for communications and meetings with Program Officer and participate in the meetings alongside Shun.

Participate in twice weekly meetings with Shun and Noël.

Plan the agenda and facilitate regular discussions with the broader CSP Team.

Advise on communication about Expansion with key stakeholders like the Board and related Committees, the Directors & Chiefs Team, and the organization as a whole.

Build Capacity

Continue recommending most support structures, produce most grant management deliverables, and explain the rationale throughout the process. Engage Shun's support as well as other members of the internal CSP Team as needed.

Maintain Alignment

Conduct ad hoc calls one-on-one with Dr. Young as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus. During this phase, this could be as often as weekly calls.

Deliverables during Systems Building Phase 9/1/25 – 11/30/25

Time assumption = 1.5 days / week

Cost assumption = 6 days per month at \$2K monthly = \$12K monthly X 3 = \$36K

Grant Operations for CSP Implementation

Facilitate an Internal CSP Team Grant Implementation quarterly step back and related documents. Discuss with Caprice pre-design and coordinate meeting materials and flow with Shun and Noël on their various areas of responsibility (in line with Navi existing review meetings, likely mid-fall).


Document any implementation risks as it relates to timeline and key deliverables Navigator will be expected to report on over the next 9 months and adjust plans accordingly. Susie to advise on communication to Program Officer based on level of risk and the adjusted plans.

Grant Finances and Fiscal Controls

Review existing fiscal controls, including record keeping, bookkeeping, time keeping and attendance at events tracking, and supply/equipment tracking, and make recommendations on areas to tighten for federal accountability.

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Review and recommend systems for budget creation, spending approvals, and reporting for launch schools in an effort to bring them into the Navigator existing systems as soon as feasible yet with the proper federal accountability.

Grant Reporting

Review existing grant reporting mechanisms and make recommendations accordingly.

Design grant performance data procedures and related timelines.

Lead in the outline and design of the first quarterly report, likely due 8/15/25. Shun to support in gathering data / artifacts that weren't initially requested for reporting.

Oversee and improve grant performance data procedures and related timelines.

Lead in the outline and design of the semi-annual, likely due 11/15/25. Shun to support in gathering data / artifacts that weren't initially requested for reporting.

Grant Communications

Assist Shun in preparing for communications and meetings with Program Officer and participate in the meetings alongside Shun.

Participate in twice weekly meetings with Shun and Noël.

Plan the agenda and facilitate regular discussions with the broader CSP Team.

Advise on communication about Expansion with key stakeholders like the Board and related Committees, the Directors & Chiefs Team, and the organization as a whole.

Build Capacity

Provide feedback while Shun recommends support structures, produces most grant management deliverables with Susie's hands-on support. Shun leads engagement with other CSP Team members with Susie's guidance / advice.

Maintain Alignment

Conduct ad hoc calls one-on-one with Dr. Young as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus. During this phase, this could be as often as twice monthly calls.



Key Deliverables during Maintenance Phase 12/1/25 – 1/31/26

Time assumption = 0.75 days / week

Cost assumption = 3 days per month at \$2K monthly = \$6K monthly X 2 = \$12K

Grant Operations for CSP Implementation

Document any implementation risks as it relates to timeline and key deliverables Navigator will be expected to report on over the next 9 months and adjust plans accordingly. Susie to advise on communication to Program Officer based on level of risk and the adjusted plans.

Lead in the timely submission of any required amendments in advance of the APR.

Grant Finances and Fiscal Controls

Provide guidance on an as needed basis, upon request.

Grant Reporting

Begin preparing for the Annual Performance Report, including developing any requested amendments to outcomes, timelines, or budgets. This will all be informed by the progress against previously stated plans.

Revisit data (financial and performance) systems to ensure easy compilation when preparing the APR.

Grant Communications

Review Shun's preparation for communications and meetings with Program Officer and participate in the meetings alongside Shun, with Shun providing more detail and guidance than Susie.


Participate in twice weekly meetings with Shun and Noël.

Review the agenda and participate in regular discussions with the broader CSP Team with Shun leading.

Advise on communication about Expansion with key stakeholders like the Board and related Committees, the Directors & Chiefs Team, and the organization as a whole.

Build Capacity

Shun leads grants management and reporting on the past activities with Susie's review and feedback. Shun recommends how to structure the planning for grant year 2 engagement with the CSP Team and the related deliverables; Susie provides input and hands-on feedback. Shun leads engagement with other CSP Team members with Susie's support.

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Maintain Alignment

Conduct ad hoc calls one-on-one with Dr. Young as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus. During this phase, this could be as often as monthly calls.

Key Deliverables during Reporting and Annual Planning Phase 2/1/26 – 4/30/26

Time assumption = 1.5 days / week

Cost assumption = 6 days per month at \$2K monthly = \$12K monthly X 3 = \$36K

Grant Operations for CSP Implementation

Facilitate an Internal CSP Team Grant Implementation quarterly step back and related documents. Discuss with Caprice pre-design and coordinate meeting materials and flow with Shun and Noël on their various areas of responsibility, in line with Navi existing review meetings, likely mid-February.

Advise on Grant Year 2 adjustments to preview in the Annual Performance Review.

Grant Finances and Fiscal Controls

Provide guidance on an as needed basis, upon request.

Grant Reporting

Assist in the outline and design of the APR, likely due 5/15/26. Shun to support in gathering data / artifacts that weren't initially requested for reporting.

Compile the Annual Performance Report and respond to two rounds of feedback from the Navigator team.


Grant Communications

Review Shun's preparation for communications and meetings with Program Officer and participate in the meetings alongside Shun, with Shun providing more detail and guidance than Susie.


Participate in twice weekly meetings with Shun and Noël.

Review the agenda and participate in regular discussions with the broader CSP Team with Shun leading.

Advise on communication about Expansion with key stakeholders like the Board and related Committees, the Directors & Chiefs Team, and the organization as a whole.

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Build Capacity

Shun leads grants management and reporting on the past activities with Susie's review and feedback. Shun recommends how to structure the planning for grant year 2 engagement with the CSP Team and the related deliverables; Susie provides input and hands-on feedback. Shun leads engagement with other CSP Team members with Susie's support.

Maintain Alignment

Conduct ad hoc calls one-on-one with Dr. Young as needed to ensure very tight implementation alignment with the organization's priorities and areas of focus. During this phase, this could be as often as monthly calls.

Total Cost 7/1/25 – 4/30/26 = \$124K

WHO IS APEIRA REVENUE SOLUTIONS?

Susie Crafton launched Apeira Revenue Solutions, a consulting firm focused on education innovation/impact strategy, systems, and capacity building in 2015.

The driving force of her 20+ year career in education is seeking transformational improvement in student learning outcomes, in the hopes of ultimately improving quality for all while creating outsized gains for groups that have been historically underserved and/or marginalized. She's done this through direct service to students/ families/ communities through the creation of high-quality seats in great schools, to influencing education policy through advocacy and governance, to creating talent systems that support and grow educators at all levels. Each of these theories of change are valid and when strategically combined have tremendous potential yet appear to be insufficient unless the field builds the capacity of these various leaders to leverage the people charged with instruction, data analysis, and operations at the classroom, school, district, and state level to be co-creators in the innovation and the implementation.

She has decades of experience interacting with high-level education executives including superintendents, elected and appointed boards, leadership teams, and foundation leaders. For the last five years, she's also been regularly volunteering at the school, district, and state level in her home community, working directly with students and families, teachers and administrators in a variety of roles. This intentional, frequent, and personal engagement at all levels has added more dimension to the challenges facing the sector, but it also has given her tremendous hope as she's watched how the different perspectives (and the assets and resources they have access to) might lead to outsized improvements.

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This work has led to numerous winning federal grants for education-related nonprofits funded by the Department of Education, the Department of Labor, and the National Science Foundation totaling over \$575 million. She also assists grantees create grant management systems for successful implementation and oversight.

Susie grew up in Michigan, lived in Texas for 16 years, before returning to Michigan in June 2018. She earned both her B. A. in English and M. A. in Student Affairs Administration from Michigan State University. She also holds a Chartered Advisory of Philanthropy® (CAP) certificate from the American College of Financial Services.



Hello,

Together, we've navigated challenges, celebrated growth, and stayed focused on student success. Your partnership makes all the difference.

As previously shared, starting next school year, California Education Code (EC) § 56366 requires schools to enter into a Master Contract with any Non-Public, Non-Sectarian School or Agency (NPS/A) providing services to students with IEPs.

To comply with California Department of Education requirements, we are now using a standardized California Master Contract, which includes our rate sheet to provide clear and consistent information about our services. We're pleased to share it with you now for your review and signature.

Thank you,

Team CCE

*NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY
SERVICES*

MASTER CONTRACT

2025-2026

Master Contract
**GENERAL AGREEMENT FOR NONSECTARIAN,
 NONPUBLIC SCHOOL AND AGENCY SERVICES**
 LEA NAVIGATOR SCHOOLS

Contract Year 2025-2026

New Mediscan II, LLC, dba Cross Country Education

X Nonpublic Agency

Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2025-2026

LOCAL EDUCATION AGENCY: NAVIGATOR SCHOOLS

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on July 1, 2025, between, NAVIGATOR SCHOOLS hereinafter referred to as the local educational agency ("LEA"), and New Mediscan II, LLC dba Cross Country Education (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a

waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures provided at the start of the contract unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include a roster of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

When provided by the LEA, this Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional

services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. “Parent” means:
- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, , dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated;.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’s employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student’s record, and a description of the record(s) provided. Such log needs to record access to the student’s records by: (a) the student’s parent; (b) an individual to whom written consent has been executed by the student’s parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, “employees of LEA or CONTRACTOR” do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student’s parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents’ requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER’s, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County of Los Angeles.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
 \$ 500,000 fire damage
 \$ 5,000 medical expenses
 \$1,000,000 personal & adv. injury
 \$3,000,000 general aggregate

\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC’s insurance primary despite any conflicting provisions in the RTC’s policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnitees).

LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnitees”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees and costs) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnitees).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR’s original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request

parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPA services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CALENDARS

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide direct services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide Direct services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for Direct services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment for Direct Services. It is specifically understood that Direct services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service

provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. LEA understands and agrees that Indirect services may be performed on days and times the LEA is not in session.

25. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, upon request, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA agrees to the CONTRACTOR's provided forms for such data including, but not limited to, invoicing, attendance reports and progress reports. The CONTRACTOR may approve use of LEA's forms at their discretion.

26. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

27. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition

services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings constitutes Indirect service billable hour(s).

28. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

29. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is billable as an indirect service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of

placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

30. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

31. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

CONTRACTOR shall complete academic or other evaluations of the student five (5) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

32. PARENT ACCESS

CONTRACTOR providing services off-campus as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall

be provided to the LEA prior to the start of off-campus services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

33. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j).

PERSONNEL

34. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

In addition, notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of

CONTRACTOR. CONTRACTOR is required to retain the evidence on site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

35. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) a passing ParaPro score. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

36. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall provide the LEA, upon request, with a current staff roster delineating license and credential information, along with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing

services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

37. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR OFF-CAMPUS

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR no later than the start of the school year or upon contract execution which is later.. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any off-campus services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

38. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

39. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related,

but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity.

40. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

41. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

42. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

43. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370.

FINANCIAL

44. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP, ISA and CONTRACTOR'S rate sheet. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month or calendar week when education or related services were provided. Invoices shall be submitted electronically. At a minimum, each invoice must contain the following information: specific days and times of services; name of staff who provided the service; total for each service and total for the invoice; indication of any made-up session consistent with this contract; and name or initials of each student for when the service was provided.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within thirty (30) days of LEA's receipt of properly submitted invoices. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than thirty (30) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

45. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for direct services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

46. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special

education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

47. PAYMENT FOR ABSENCES

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of direct services when a student is absent.

48. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

When the emergency school closure is lifted, CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

49. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing

CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

50. RATE SCHEDULE

The attached rate schedule (Exhibit A) delineates all rules surrounding time and costs billed for services. If any policy on Exhibit A contradicts any Master Contract provision, the Exhibit A will prevail.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

51. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

52. VIRTUAL SERVICES.

Most services are available for virtual delivery. If virtual services are requested, LEA agrees to indemnify and hold harmless CONTRACTOR for any violations of FERPA while delivering virtual or other services requested by Client.

53. SCHOOL PROPERTY.

Any items provided by LEA to CONTRACTOR Personnel is the responsibility of the LEA. CONTRACTOR will not reimburse LEA for any items not returned by the CONTRACTOR Personnel to the LEA. LEA agrees to contact CONTRACTOR with equipment needs to determine if CONTRACTOR can supply.

54. STAFFING SERVICES.

CONTRACTOR will refer to LEA qualified and skilled personnel for positions described in Exhibit A meeting the requirements outlined by LEA and set forth in Exhibit C for Client's locations set forth in Exhibit D. CONTRACTOR will supply Personnel. CONTRACTOR will use commercially reasonable efforts to provide the Personnel when and as requested by LEA. CONTRACTOR will use commercially reasonable efforts to verify Personnel credentials; however, CONTRACTOR makes no warranty or guaranty concerning Personnel abilities or performance and LEA will exercise its independent judgment in accepting and retaining Personnel for assignment. All other testing and/or additional credentialing required by LEA, including any changes to Exhibit C, shall be performed by CONTRACTOR at LEA's sole cost and expense. Any such LEA requirements shall be billed to LEA.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR

LEA

**New Mediscan II, LLC dba
Cross Country Education**

Nonpublic Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized
Representative

Name and Title of Authorized
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Contract Administration					
Name and Title			Name and Title		
New Mediscan II, LLC dba Cross Country Education					
Nonpublic Agency			LEA		
6551 Park of Commerce Blvd. NW					
Address			Address		
Boca Raton,	FL	33487			
City	State	Zip	City	State	Zip
800.873.9182					
Phone	Fax		Phone	Fax	

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City **State** **Zip**

Phone **Fax**

EXHIBIT A: 2025-2026 RATES

**EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS**

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. REPORTING PAY

For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.

C. MINIMUM BILLING

All services have minimum billing requirements, which are listed in the rate tables below.

D. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

E. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/03/2025**FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS**

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	\$122.57	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	\$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	\$133.90	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Augmentative and Alternative Communication (AAC)	\$138.02	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	\$125.66	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	\$125.66	4 hours weekly
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$93.22	1 hour for virtual services; 3 hours for direct services
CF	\$97.85	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	\$143.17	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	\$105.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Education Specialist	\$107.12	8 hours daily
Educational Audiologist	\$175.10	1 hour for IEP's and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICS or ERMHS)	\$122.57	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	\$231.75	2 hours per day
Expert Program Oversight	\$174.00	1 hour per day
Occupational Therapist (OT)	\$138.02	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Program Administrator	\$169.95	4 hours weekly
Resource Teacher (RST)	\$88.58	8 hours daily

School Psychologist	\$130.81	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	\$141.11	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	\$95.79	1 hour for virtual services; 3 hours for direct services
Translation	\$100.00	1 hour per request
Other Providers not listed in the agreement	Contact for quote	
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	\$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

EXHIBIT A – SUBSTITUTE SERVICES NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION RATES AND TERMS

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. SUBSTITUTE TEACHER DAILY CALCULATIONS

The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.

C. LESSON PLANNING AND GRADING CALCULATIONS

Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.

D. BREAKS AND REST PERIODS

Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.

E. CONFIRMED ASSIGNMENT CHANGES.

Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".

F. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION.

For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

G. TIME AND ATTENDANCE

A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.

H. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

I. MINIMUM BILLING

Some services have minimum billing requirements, which are listed in the rate tables.

J. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/03/2025

FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	\$405.00 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit - Full Day – 0.00 – 8.00 hours	\$440.00 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential) - Full Day – 0.00 – 8.00 hours	\$480.00 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher - Full Day – 0.00 – 8.00 hours	\$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment

Rates and Fees for School Support Staff	Hourly Rate
Campus Aide – no classroom support – high school diploma	\$31.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	\$37.50 per hour
Office Assistant – no classroom support – high school diploma	\$37.00 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	\$37.50 per hour
Certified Nursing Assistant (CNA) – licensed	\$41.75 per hour
Licensed Vocational Nurse (LVN) – licensed	\$59.25 per hour
Special Education Aide – Non-Crisis Intervention (NCI) Certified or QBS Trained – classroom support – 48 units - licensed	\$39.75 per hour
Behavior Intervention Aide (BII)	\$41.75 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support - licensed	\$43.75 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff	
Credentialed Teachers	\$10,000 flat rate fee
1-90 assigned days at client site	\$5,000 flat rate fee
>90 assigned days at client site	\$3,500 flat rate fee

**NEW MEDISCAN II, LLC DBA CROSS
COUNTRY EDUCATION**

Client: NAVIGATOR SCHOOLS

SIGNATURE

SIGNATURE

PRINTED NAME

PRINTED NAME

TITLE

TITLE

DATE

DATE

**INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES**

(Education Code sections 56365, 56366, et seq.) (Page 2 of 2)

PUPIL NAME: _____

(Last)

(First)

(Middle)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The Contractor will implement the Individualized Education Program (IEP) in accordance with this Agreement and the Master Contract, and will request an IEP review prior to any change in the service program. Invoices shall be submitted based on actual service provided and attendance standards addressed in the Master Contract.

The parties hereto have executed this contract by and through their duly authorized agents or representatives. This contract is effective on _____ and terminates at 5:00 p.m. on _____ unless sooner terminated as provided herein.

-CONTRACTOR-

-LOCAL EDUCATIONAL AGENCY-

_____		_____	
(Authorized Signature)	(Date)	(Authorized Signature)	(Date)
_____		_____	
(Type or Print Name)	(Date)	(Type or Print Name)	(Date)
_____		_____	
(Name of NPS/NPA)		(Name of District, SELPA, County Office)	
_____		_____	
(Mailing Address)		(Mailing Address)	
_____		_____	
(City/State/Zip Code)		(City/State/Zip Code)	

EXHIBIT C: 2025-2026 Credentialing Requirements**Special Education Providers, Substitute Teachers and Support Staff
HEALTH SCREENING AND CREDENTIALING REQUIREMENTS**

1. Agency's Personnel must meet the requirements set forth below in accordance with the below tables based on the location of services being provided. Client agrees to not require the employee to provide any additional items other than those listed below. Agency attests that for each of its respective employees they meet the minimum requirements and (a) they have completed all of the health and background screenings requirements below; (b) there has been no break in service greater than 180 days of such employees subsequent to conducting such health and background screenings; and (c) the results of those screenings has not shown any issues that would render such employee reasonably unacceptable to the Client or otherwise negatively impact the health or safety of any child.
2. Client understands and agrees that it will incur additional costs for any health screenings and/or credentialing requested that is not set forth in this Exhibit B. In addition, any requests by Client other than as set forth on Exhibit B must be agreed upon in writing before Agency shall be required to provide any such additional health screenings and/or credentialing.
3. Items on this document cannot be waived or altered unless approved by the Senior Director of Business Administration or the Vice President of Education. Any item waived cannot be an item that places the employee in a non-compliant status per applicable laws and directives.

FOR SERVICES PROVIDED IN CALIFORNIA		
TYPE	FREQUENCY	DETAILS
TB Test	At hire, re-activation, and at expiration	Must be within past 60 days and expires 4 years after test results read
State of California License (Academic Assessor, Registered Nurse, Registered Behavior Technician, Licensed Vocational Nurse, Marriage and Family Therapist, Music Therapist, Art Therapist, Physical Therapist, Physical Therapist Assistant, Licensed Clinical Social Worker, Speech Language Pathologist, Speech Language Pathologist Assistant, Certified Occupational Therapist Assistant, Occupational Therapist, Orientation/Mobility Specialist, Psychologist, Audiologist, Behavior Intervention Development, and Certified Nursing Assistant only)	At hire, re-activation, and at expiration	Unencumbered license - all flags or suspensions must be explained and evaluated by a Director prior to hire
Board Certified Behavior Analyst (BCBA) License	At hire, re-activation, and at expiration	Unencumbered license - all disciplinary sanctions must be explained and evaluated by a Director prior to hire
Non-Violent Crisis Intervention Training (if required)	At hire, re-activation, and at expiration	Current and Valid

CTC Permit (30-day permitted substitute teachers only)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
CTC Credential (Special Education Teacher, Case Manager, Certified or Credentialed Nurse, Educational Diagnostician, Education Specialist, Expert Consult, Program Admin, Teachers for the Deaf and Hard of Hearing, Teachers for the Visually Impaired, Resource Teacher, School Psychologist, Adapted Physical Education Teacher, and School Counselor)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
Transcripts – 48 Units (SpEd Aide, Teacher Assistant)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School (Office, Campus Aide, BII)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School + Parapro Certification (Paraprofessional)	At hire and re-activation	Units earned meet or exceed ESSA requirements
First Aid/CPR License (RN, LVN or CNA Only)	At hire, re-activation, and at expiration	Current and Valid
Livescan Results (DOJ/FBI)	At hire, re-activation, and as subsequent arrests are received by DOJ/FBI	Any convictions must be explained and evaluated for Ed Code compliance. If acceptable per Ed Code, evaluated by a Director before hire.
Mandated Reporter, Bloodborne Pathogen	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Positive Behavior Interventions and Supports Trainings (SpEd Providers and BII's)	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Sexual Harassment Training	At hire or reactivation, and every 2 years thereafter	Certificate of completion is maintained in the employee file.

EXHIBIT D: 2025-2026 Locations

School	Address	City	State	Zip
Navigator Schools	650 San Benito St. Suite 230	Hollister	CA	95023

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into and made effective on July 1, 2025 (“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 Envision Fitness and Nutrition (“Contractor”, sometimes collectively referred to with NAVIGATOR as the “Parties”), whose principal place of business is 434 Main Street, Watsonville, CA 95076.

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 **Exhibit A** attached hereto (the “Services”). The 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, and 7, below.

2. **Compensation and Term.**

1. Contractor shall perform the Services at the rate of \$130 (one hundred and thirty dollars) per hour. Working up to 49 hours weekly with a total of 196 hours monthly. Hours will vary depending on holidays. Contractor shall perform the Services at the rate of \$25,480 per month for 6 months (July, August, September, October November, December 2025), or for purposes of clarity, a total of \$152,88.00. 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.

2. The term of this Agreement will begin on July 1, 2025 and will terminate on June 30, 2026 (“Term”). Either party may provide notice of termination of this Agreement at any time and for any reason with ten (10) days prior written notice to the other party. This Agreement may be terminated by either party for cause immediately upon the occurrence of any of the following events with written notice to the other party: (a) the bankruptcy or insolvency of either party; (b) the sale of business of either party, subject to Section 8.7 herein; (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 NAVIGATOR’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 no later than the 5th day of the month following the month in which services were performed. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.4 below. NAVIGATOR shall make payment to Contractor for all sums due on approved invoices within 30 (thirty) days thereafter.

4. **Intentionally Omitted.**

5. **Proprietary Information.**

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".)

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.

1. **Protected Information.**

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.

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 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, respectively; and (e) Contractor’s personnel that currently 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**

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.

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.

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.

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 from the other party all costs of suit, including reasonable attorney's fees, in addition to all other sums allowed by law.

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 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.

6. **Indemnification.** Contractor shall hold NAVIGATOR and NAVIGATOR's 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.

1. **Insurance.** Contractor shall procure and maintain general liability insurance covering all activities of Contractor's personnel performing Services hereunder with coverage of not less than one million dollars (\$1,000,000) for any incident and two million dollars (\$2,000,000) annual aggregate per incident. Coverage must include abuse and molestation insurance. Contractor shall name NAVIGATOR as an additional insured and shall provide NAVIGATOR with a Certificate of Insurance showing such status prior to commencing Services.

2. **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, including any and all exhibits and amendments, constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede any and 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 any waiver constitute 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 or other communication 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, strike, civil disorder, war, pandemics, and quarantines. This Agreement may be executed in counterparts and together constitute one instrument. Counterparts may be delivered to a party by scan/email and shall be considered an original signature.

[Signatures to Follow on Next Page]

Date: _____

"CONTRACTOR"

By: Christian Diaz
Its: CEO
434 Main Street,
Watsonville, CA 95076

Date: _____

"CONTRACTOR"

By: Andrea Rosas
 Its: CFO
 434 Main Street,
 Watsonville, CA 95076

Date: _____

“NAVIGATOR”

By: Caprice Young, Ed.D
 Its: Chief Executive Officer &
 Superintendent
 650 San Benito Street, Ste. 230,
 Hollister, CA 95023

Exhibit A

The Contractor will Develop Content for Fitness and Nutrition that is tailored to the students for Watsonville Prep After School Program and will complete the following scope of work and deliverables:

Scope of Work And Deliverables

- Tailored, weekly fitness program that teaches students in grades TK to 8th grade essential knowledge and skills to lead healthier, more active lives
- Students will learn age-appropriate exercise techniques fostering physical development and confidence.
- Additionally, through engaging lessons students will grasp fundamentals of nutrition, enabling them to make informed, wholesome food choices.

Instructors ar

	Students	Price	Hours	Total
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TK	10	15	23	3450
Kinder	26	15	23	8970
First	15	15	23	5175
second	21	15	23	7245
third	19	15	23	6555
fourth	17	15	23	5865
fifth	10	15	23	3450
sixth	14	15	23	4830
				45540

- e certified professionals in their fields and are covered by the Contractor's liability and worker's compensation insurance;
- Instructors will have successfully passed DOJ/fingerprinting and TB/testing requirements
- Envision Fitness and Nutrition will provide weekly classes on Monday Tuesdays, Wednesday, Thursdays, and Fridays from July 1, 2025 to June 30, 2026
- The breakdown of costs is as follows, with a total compensation of \$152, 880

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 or 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.

	Andrea Rosas	CFO	6/4/2024
Authorized Contractor Signature	Printed Name	Title	Date



License #0281413

Insurance Proposal for:



Presented by: Bob Garza

Rev. June 05, 2025



COMMERCIAL PROPERTY

Insurance Company

Philadelphia Indemnity Insurance Company
AM Best Rating: A++

Policy Term

07/01/2025-07/01/2026

Named Insured

Navigator Schools
Gilroy Prep School
Watsonville Prep School
Hollister Prep School
Navigator Schools Support Corp
407 Main Street LLC
Hayward Collegiate

Locations

- 1) 277 loof Ave., Gilroy CA 95020
- 2) 881 Line St, Hollister, CA 95023
- 3) 650 San Benito St Ste 230, Hollister, CA 95023
- 4) 407 Main St, Watsonville, CA 95076
- 5) 166 W Harder St, Hayward, CA 94544
- 6) 18 W Beach St, Watsonville, CA 95076

Property			2024 Limits	2025 Limits	Deductible
Building	Locs: 1, 2, 4 & 6	Blanket	\$15,738,883	\$26,193,804	\$10,000
Business Personal Property	Locs: 1, 2, 3, 4, 5 & 6	Blanket	\$2,850,000	\$4,000,000	\$10,000
Business Income/Extra Expense	Locs: 1, 2, 3, 4, 5 & 6	Blanket	\$4,250,000	\$5,250,000	72 Hours
Earthquake Sprinkler Leakage	Locs: 1, 2, 4, 5 & 6	Blanket	\$1,000,000	\$1,000,000	\$10,000
Equipment Breakdown	Per any one breakdown		\$19,910,130	\$22,274,075	\$10,000

- Please note the 2025 limits include increased building values, as well as the portables and new location that was added during the policy term.



GENERAL LIABILITY & CRIME

Insurance Company

Philadelphia Indemnity Insurance Company
AM Best Rating: A++

Policy Term

07/01/2025-07/01/2026

Crime	Limits	Deductible
Money and Securities - Inside	\$5,000	\$500
Money and Securities - Outside	\$5,000	\$500
Money Order/Counterfeit Currency	\$5,000	\$500

General Liability	Limits	Deductible
General Aggregate	\$2,000,000	
Products-Completed Operations Aggregate	\$2,000,000	
Personal & Advertising Injury	\$1,000,000	
Each Occurrence	\$1,000,000	
Damage to Leased Premises	\$100,000	
Medical Payments	\$5,000	
Employee Benefits Liability	\$1,000,000	
Violent Event Response Coverage	\$1,000,000	
Sexual/Physical Abuse or Molestation	\$1,000,000	
Aggregate	\$2,000,000	
Corporal Punishment	Included	



EDUCATORS LEGAL LIABILITY

Insurance Company	Retro-Date	Term	Limits	Retention
Philadelphia Indemnity Insurance Company				
AM Best Rating: A++	07/01/2025-07/01/2026			

Coverage

Educators Legal Liability

Directors & Officers	7/1/2011		\$5,000,000	\$25,000
		Aggregate	\$5,000,000	
Professional Liability	7/1/2011		\$5,000,000	\$25,000
		Aggregate	\$5,000,000	
Employment Practices	7/1/2011		\$5,000,000	\$25,000
		Aggregate	\$5,000,000	
Non-Monetary Defense Expense Ea Claim	7/1/2011		\$100,000	\$25,000
		Aggregate	\$300,000	

**Limits are shared*



COMMERCIAL AUTO

Insurance Company	Policy Term	Limits	Deductible
Philadelphia Indemnity Insurance Company	07/01/2025-07/01/2026		
AM Best Rating: A++			
Liability (Scheduled, Hired & Non-Owned Autos)		\$1,000,000	
Medical Payments (Scheduled)		\$5,000	
Uninsured/Underinsured Motorist (Scheduled)		\$1,000,000	
Comprehensive (Scheduled, Hired)			\$1,000
Collision (Scheduled, Hired)			\$1,000
Towing (Scheduled, Per Disablement)		\$200	
Collision Rental		\$50 Day/30 Days	

Vehicle Schedule						
Year/Make/Model	VIN Number	Liability	Medical Payments	Uninsured Motorist	Comp Deductible	Collision Deductible
2023 Ford F150	1FTFW1CP2PKD28196	X	X	X	\$ 1,000	\$ 1,000

Drivers List						
<ul style="list-style-type: none"> •Ami Ortiz •Pedro Hernandez •Andrew Leggate 						



WORKERS' COMPENSATION

Insurance Company

Policy Term

Insurance Company: The Hartford

07/01/2025-07/01/2026

AM Best Rating: AM Best Rating: A+

Classification	Code	2024-25 Payroll	2025-26 Payroll	Payroll Change	2024-25 Net Rate	2025-26 Net Rate	2024-25 Premium	2025-26 Premium	Premium Change
Public Colleges or School	8875	\$21,404,514	\$20,750,554	-3%	0.74	0.92	\$159,498	\$188,473	18%
Total Payrolls		\$21,404,514	\$20,750,554		Total Premiur		\$159,498	\$188,473	

Total Estimated Premium	\$ 188,473
Mandatory Surcharges & Assessments	\$ 9,493
Total Estimated Premium	\$ 197,966

CA 2025 Experience Modification: 144%

CA 2024 Experience Modification: 101%

Experience Mod is Included in the Net Rate Above

Payment Plan

Subject to Final Audit

Comparison			
Net Rate	2024-25	2025-26	Difference
8875	0.74	0.92	24%
X-Mod	101%	144%	43%

Discussion Points

- Increase is premium is due to the increased X-Mod.
-
-



CYBER LIABILITY

Insurance Company	Insurance Co.	Policy Term	Limits	Deductible
Philadelphia Indemnity Insurance Company				
AM Best Rating: A++		07/01/2025-07/01/2026		
Aggregate Limit of Liability			\$1,000,000	\$10,000
Loss of Digital Assets			\$250,000	\$10,000
Non-Physical Business Interruption and Extra Expense			\$250,000	24 Hours
Cyber Extortion Threat			\$1,000,000	\$10,000
Security Event Costs			\$500,000	\$10,000
Network Security and Privacy Liability Coverage			\$1,000,000	\$10,000
Employee Privacy Liability Coverage			\$1,000,000	\$10,000
Electronic Media Liability Coverage			\$1,000,000	\$10,000
Cyber Terrorism Coverage			\$1,000,000	\$10,000/24 Hours
Claims Made Retroactive Dates				
Network Security and Privacy Liability Coverage		7/1/2016		
Employee Privacy Liability Coverage		7/1/2016		
Electronic Media Liability Coverage		7/1/2016		



STUDENT ACCIDENT

Insurance Company

Hartford Life and Accident Insurance Company
AM Best Rating: A+

Policy Term

07/01/2025-07/01/2026

Insured Person: Any person who is a registered student and/or volunteer of the Policyholder.

Covered Activities: (a) participating in, attending or preparing for Policyholder-sponsored activities while on the premises of designated by and under the direct supervision of the Policyholder, or
(b) traveling with a group in connection with such activities under the direct supervision of the Policyholder.

	Limits	Deductible
Accidental Death/Dismemberment Benefits – Principal Sum	\$25,000	\$100
Accident Medical Expense Benefits – Maximum Benefit	\$50,000	\$100
Maximum Dental Limit	\$250	

**Coverage is Excess*



UMBRELLA

Insurance Company		Policy Term	Limits	Retention
Philadelphia Indemnity Insurance Company		07/01/2025-07/01/2026	\$5,000,000	\$10,000
AM Best Rating: A++				
Schedule of Underlying				
The Hartford	Work Comp	07/01/2025-07/01/2026	\$1,000,000 \$1,000,000 \$1,000,000	Ea Accident Ea Employee Policy Limit
Philadelphia Indemnity Insurance Company	General Liability	07/01/2025-07/01/2026	\$2,000,000 \$2,000,000 \$1,000,000 \$1,000,000	Aggregate Prod/Compl Aggregate Personal & Advertising Ea Occurrence
Philadelphia Indemnity Insurance Company	Auto Liability	07/01/2025-07/01/2026	\$1,000,000	Ea Accident
Philadelphia Indemnity Insurance Company	Employee Benefits	07/01/2025-07/01/2026	\$1,000,000 \$1,000,000	Ea Claim Aggregate
Philadelphia Indemnity Insurance Company	Abuse or Molestation	07/01/2025-07/01/2026	\$1,000,000 \$2,000,000	Ea Abusive Conduct Aggregate



PREMIUM SUMMARY		
Coverage	2024-25	2025-26
School Package	\$102,835	\$155,061
<i>*Including Liability, Auto, Property</i>		
Educators Legal	\$14,002	\$18,308
<i>*Including D&O, Professional & Employment Practices</i>		
Student Accident	\$5,951	\$5,951
Cyber Liability	\$12,509	\$12,509
Workers' Compensation	\$167,303	\$197,966
Umbrella w/\$5M Limit	\$12,675	\$13,448
	\$315,275	\$403,243

Coversheet

Celebration of JP Anderson's Service to Navigator Schools

Section:	IV. Topical
Item:	A. Celebration of JP Anderson's Service to Navigator Schools
Purpose:	Vote
Submitted by:	
Related Material:	Resolution (BR_2025-5) re Recognition of JP Anderson (06.09.25).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR_2025-5)**

**RECOGNITION OF JP ANDERSON FOR HIS SERVICE ON
THE NAVIGATOR SCHOOLS' BOARD OF DIRECTORS**

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

WHEREAS, JP Anderson has served on the Navigator Schools Board of Directors since 2017, including as the parent representative from Gilroy Prep School, until his resignation which will be on June 30, 2025;

WHEREAS, JP Anderson 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 eight years of board service;

WHEREAS, JP Anderson demonstrated expertise, leadership, and ethics beyond reproach as a steward of public funds and organizational resources; and

WHEREAS, JP Anderson was an inspiration to the staff and the community at Navigator Schools, and particularly at Gilroy Prep School as its parent representative on the Board of Directors, through his generosity of time, sharing of experience, encouraging sharing of best practices, and providing forward-thinking leadership and strategies, and thereby JP Anderson has made an important and lasting impact on Navigator Schools, and especially at Gilroy Prep School;

NOW THEREFORE, it is:

RESOLVED, the Board of Directors of Navigator Schools expresses its heartfelt gratitude for the exemplary service of JP Anderson, fellow Board member, 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 9, 2025, held in Gilroy, Santa Clara County, California.

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

Signature of Secretary

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

Date

Coversheet

LCAP Local Indicators

Section:	IV. Topical
Item:	B. LCAP Local Indicators
Purpose:	FYI
Submitted by:	
Related Material:	2025 Gilroy Prep Local Indicators 2025.pdf 2025 Hayward Collegiate - Local Indicators.pdf 2025 Hollister Prep Local Indicators.pdf 2025 Watsonville Prep Local Indicators.pdf

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.

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

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

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

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

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

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

Gilroy Prep School, Local Indicators, June 2025

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 (6th Humanites, 8th 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)

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

Gilroy Prep School, Local Indicators, June 2025

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Gilroy Prep School, Local Indicators, June 2025

OPTION 2: Reflection Tool**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

Gilroy Prep School, Local Indicators, June 2025

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

Gilroy Prep School, Local Indicators, June 2025

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

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

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.**

Gilroy Prep School, Local Indicators, June 2025

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

Gilroy Prep School, Local Indicators, June 2025

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)

- 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.

Over the past few years, the Navigator community has navigated a range of challenges that have impacted students, families, and staff. In response, the organization has continued to develop and expand supports aimed at strengthening relationships between school staff and families. This has included both formal programs and informal outreach designed to meet families where they are, from basic needs assistance to increased

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opportunities for connection and communication. Efforts such as resource fairs, support for food and housing-insecure families, after-school interventions, home visits for chronically absent students, community events, and consistent communication through platforms like ParentSquare have all contributed to this work. While the approach continues to evolve, the foundation built through these supports has helped families feel more connected to their school communities and to the organization as a whole.

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.

Reestablishing and deepening community and family involvement on campus remains a central area of focus. One acknowledged area for continued growth is expanding opportunities to celebrate and highlight the contributions—both past and present—of local community members. As Navigator evolves, it recognizes the importance of creating intentional pathways that support both educational excellence and meaningful family engagement. Strengthening these connections will help ensure families feel welcomed, included, and connected to the life of the school.

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.

Informed by educational partner input and local data, Navigator Schools is working to strengthen engagement with underrepresented families through multiple strategies. In addition to expanding outreach to enroll more students who qualify for Free and Reduced-Price Lunch, Navigator is in the process of developing Community Schools that will offer expanded resources and supports for families. These schools will serve as hubs for connecting families—particularly those historically underrepresented—to services aligned with their needs. The pandemic underscored the importance of creating more opportunities for families to participate in on-campus activities, and this remains an area of focus as schools work to build deeper, more consistent relationships with all members of the community.

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

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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.	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. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

2. Based on the analysis of educational partner input and local data, briefly

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describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An identified area for improvement is ensuring students are fully prepared for the academic and social demands of high school after completing their time at Navigator Schools. Supporting this transition requires a collaborative effort among families, staff, and students. To strengthen this partnership, site teams will work closely with local high schools to create reciprocal opportunities that allow students to explore high school expectations while continuing to receive guidance and support from Navigator staff. This ongoing collaboration aims to create a more seamless and informed transition for students and their families.

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 school's 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
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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
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 Schools has established a strong culture of collaboration by consistently seeking input from stakeholders to inform decision-making. The organization utilizes a variety of formal and informal methods, including family surveys, town hall meetings, staff meetings, weekly leadership team meetings, cross-site collaboration, and daily site huddles. By employing multiple tools to gather feedback, Navigator ensures that voices across the organization are heard and considered in shaping school and system-level decisions.

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.

An area identified for improvement is the need to formalize systems for collecting, analyzing, and sharing stakeholder input with leadership in a consistent and structured way. While input is regularly gathered across various settings, developing a clear plan for how this feedback is synthesized and communicated to leadership teams will strengthen transparency, ensure

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follow-through, and support more informed decision-making at both the site and organizational levels.

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 gather insight into students' perceptions of school safety, their connectedness to adults on campus, and their development in self-efficacy and self-regulation.

The survey results indicated that most students in grades 3–4 reported having a positive connection with an adult at school. A majority also reported feeling safe at school, though there remains a portion of students who indicated they do not always feel safe during the school day.

When disaggregated by gender, grade level, race, and English Learner status, responses were relatively consistent in terms of students reporting strong adult relationships. However, a notable difference emerged when comparing students based on their meal program eligibility. Students receiving reduced-price lunch reported lower levels of adult connectedness compared to those receiving free lunch.

In reviewing this data, the school identified key strengths in its ability to foster supportive relationships between students and staff. At the same time, improving the overall perception of safety on campus remains an important area of growth. In addition, the school is exploring the underlying factors that may be contributing to the lower sense of connection reported by a specific subset of students, in order to develop targeted supports and improve outcomes for all learners.

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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 need more structured social skills support, or who would benefit from a referral to an outside mental health agency. The school also plans to implement daily community meetings in each classroom using a structured social emotional learning curriculum to guide the meetings. These daily meetings, in addition to teaching students' strategies to increase their feelings of safety at school, i.e. how to identify and report unsafe behavior, will also serve to promote student connections to the adults at school.

To address the gap reported by the students who receive reduced price lunches, the school will do a deeper analysis into what factors may have led to these results. It will be a challenge to uncover the complex factors that students from lower socioeconomic backgrounds experience, particularly between those who receive free lunch, and those who qualify for reduced lunch. At the onset of school teachers will receive additional student information related to their classrooms' cultural demographics, including socioeconomic data. This data, though available, was not shared with them in a purposeful manner prior to this year. The data will help them understand the backgrounds of their students better, and allow them to address some of the gaps that may exist in students feeling connected to an adult. Teachers will also be provided professional learning by their coaches in strategies aligned with culturally responsive teaching.

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

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

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

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

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 Schools is intentionally designed to ensure that all students have access to, and are enrolled in, a broad course of study across all school sites. Students receive equal instructional time in English Language Arts and Mathematics, with additional core instruction in Science, History/Social Studies, and Physical Education. Enrichment offerings such as performing arts, visual arts, and other exploratory classes are embedded throughout the week to support a well-rounded educational experience.

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 instructional model ensures that all students have access to a broad course

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of study, including core academic subjects and enrichment opportunities. Students engage in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and a range of enrichment activities such as performing and visual arts.

While the core program is delivered consistently across all sites, expanding access to extracurricular offerings—such as music, band, and other specialized electives—remains a challenge. One of the primary barriers is limited facility space, which constrains the ability to schedule and support additional programs beyond the core instructional day. This limitation impacts the range of enrichment opportunities that can be offered, particularly those requiring dedicated or flexible learning environments. Navigator continues to explore creative scheduling and long-term planning solutions to increase student access to a wider array of learning experiences.

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0%

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

0

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

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Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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 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

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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):

- 1 – Exploration and Research
- 2 – Beginning Development

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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, a key strength in building relationships between school staff and families is our intentional focus on family engagement and empowerment. We believe that when families understand how to support their child's education and advocate for their needs, student outcomes improve. Families are regularly invited to attend community celebrations and school events that foster connection and partnership. Ongoing communication through platforms like ParentSquare ensures families are informed and engaged, while strong relationships between site staff, leadership, and families create a welcoming and supportive school culture.

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

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School Staff and Families.

Based on input from educational partners and local data, Hayward Collegiate has identified the need to create more formal and consistent opportunities for family voice and feedback. While informal communication and relationship-building are strong, the school is working to strengthen structured engagement through the development of an active School Site Council, regular family meetings, and scheduled coffee chats with school leadership. These efforts aim to deepen two-way communication and ensure that parent perspectives are meaningfully included in school planning and decision-making.

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.

To improve engagement with underrepresented families, particularly within our predominantly Spanish-speaking community, Hayward Collegiate is prioritizing the hiring of native Spanish-speaking and bilingual staff to support more authentic and accessible communication. In addition, the school is providing targeted training for translators to ensure accurate and culturally responsive translation of academic language, including specialized terminology related to special education. These efforts are designed to foster stronger relationships, build trust, and ensure Spanish-speaking families feel informed, included, and supported in their child's educational experience.

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
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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.	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 strong partnerships we have built with families and community stakeholders in support of student success. One of our key strengths is the consistent and intentional effort to create opportunities for collaboration among parents, teachers, and school leadership. We host monthly events such as "Coffee with the Teacher," which provide a space for families to engage directly with educators, learn about what is happening in the classroom, and discuss ways to support student learning at home. These ongoing touchpoints help strengthen trust, align expectations, and reinforce the shared commitment to each child's academic and personal growth.

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.

Based on input from educational partners and local data, Hayward Collegiate has identified the need to strengthen external partnerships that support student well-being and academic success. Through our Expanded Learning Opportunities Program and the work of our Community Schools Coordinator, we are actively building relationships with local mental health providers and community-based organizations. These partnerships aim to provide students and families with greater access to support services that address both

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academic and non-academic barriers to learning, ultimately improving 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.

To improve engagement of underrepresented families, Hayward Collegiate is actively developing additional opportunities for meaningful involvement across the school community. Based on self-reflection and input from educational partners, we recognize the importance of creating more accessible and inclusive spaces for families to engage in discussions around student progress and support. Efforts are underway to expand family workshops, increase culturally responsive communication, and provide more frequent opportunities for families to connect with educators and leadership. These actions are designed to ensure all families, especially those historically underrepresented, feel welcomed and equipped to support their child's academic journey.

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.	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

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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.	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 Schools has consistently demonstrated a proactive approach to gathering stakeholder input to inform decision-making. The organization uses a variety of strategies, including family surveys, town hall meetings, staff meetings, weekly Director and Chiefs meetings, cross-site collaboration, and daily site huddles. These touchpoints provide ongoing opportunities for feedback from families, staff, and school leaders. Navigator also uses a range of tools to collect input, from formal surveys to informal check-ins, ensuring that diverse perspectives are captured and considered as part of the continuous improvement process.

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.

Hayward Collegiate is focused on increasing engagement with all educational partners by expanding opportunities for input, particularly as students prepare to transition into middle school. This includes creating more structured and inclusive forums for family voice, staff collaboration, and community input. As part of our Community School planning efforts, we are broadening the scope of involvement to ensure that decisions reflect the diverse needs and perspectives of the school community. These initiatives aim to strengthen shared ownership in the decision-making process and build deeper, more sustained partnerships.

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.

Hayward Collegiate is committed to improving engagement with underrepresented families by continuing current initiatives that foster inclusive communication and exploring additional methods for gathering input in ways

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that are accessible and meaningful for all families. The school is also partnering with the Support Office as part of its Community School planning efforts, which are designed to elevate the voices of traditionally underrepresented groups. These efforts aim to ensure that decision-making reflects the lived experiences and priorities of all members of the school community.

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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)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

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 Schools is intentionally designed to ensure that all students have access to, and are enrolled in, a broad course of study across all school sites. 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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Navigator's instructional model ensures that all students have access to a broad course of study, including core academic subjects and enrichment opportunities. Students participate in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and enrichment activities such as performing and visual arts. As outlined in Prompts 1 and 2 and supported by local data, Navigator has structured its instructional program to guarantee equitable access across all school sites and student groups, including unduplicated students and individuals with exceptional needs.

At this time, there are no significant barriers preventing students from accessing the appropriate coursework, instructional materials, or learning opportunities. Instructional planning, staffing, and master scheduling are aligned to ensure all students can fully participate in the breadth of the academic program. Continuous monitoring and reflection through local tools allow Navigator to proactively address any emerging challenges and ensure that access to a broad course of study remains a consistent strength across the organization.

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 ensure all students continue to have access to a broad course of study, Navigator Schools has implemented a series of strategic supports aligned to the results of locally selected measures. Extensive professional development has been provided to classroom teachers to strengthen their ability to deliver high-quality instruction across all content areas. The LEA has invested in Literacy and Math Instructional Coaches, Special Education teachers, Bilingual Instructional Aides, and support staff to ensure all learners, including English learners and students with disabilities, can access the full curriculum.

Targeted training and resources have been offered for both Integrated and Designated English Language Development, and supplemental curriculum materials have been introduced to reinforce access to grade-level content. These materials are carefully aligned to the adopted core curriculum and are designed to help bridge gaps for striving readers and students performing below grade level. Instructional coaching is available across all campuses to support implementation, monitor progress, and ensure instructional equity across all grade levels and student groups.

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)

- 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.

Over the past few years, the Navigator community has navigated a range of challenges that have impacted students, families, and staff. In response, the organization has continued to develop and expand supports aimed at strengthening relationships between school staff and families. This has included both formal programs and informal outreach designed to meet families where they are, from basic needs assistance to increased

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opportunities for connection and communication. Efforts such as resource fairs, support for food and housing-insecure families, after-school interventions, home visits for chronically absent students, community events, and consistent communication through platforms like ParentSquare have all contributed to this work. While the approach continues to evolve, the foundation built through these supports has helped families feel more connected to their school communities and to the organization as a whole.

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.

Reestablishing and deepening community and family involvement on campus remains a central area of focus. One acknowledged area for continued growth is expanding opportunities to celebrate and highlight the contributions—both past and present—of local community members. As Navigator evolves, it recognizes the importance of creating intentional pathways that support both educational excellence and meaningful family engagement. Strengthening these connections will help ensure families feel welcomed, included, and connected to the life of the school.

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.

Informed by educational partner input and local data, Navigator Schools is working to strengthen engagement with underrepresented families through multiple strategies. In addition to expanding outreach to enroll more students who qualify for Free and Reduced-Price Lunch, Navigator is in the process of developing Community Schools that will offer expanded resources and supports for families. These schools will serve as hubs for connecting families—particularly those historically underrepresented—to services aligned with their needs. The pandemic underscored the importance of creating more opportunities for families to participate in on-campus activities, and this remains an area of focus as schools work to build deeper, more consistent relationships with all members of the community.

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

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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
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. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

2. Based on the analysis of educational partner input and local data, briefly

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describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An identified area for improvement is ensuring students are fully prepared for the academic and social demands of high school after completing their time at Navigator Schools. Supporting this transition requires a collaborative effort among families, staff, and students. To strengthen this partnership, site teams will work closely with local high schools to create reciprocal opportunities that allow students to explore high school expectations while continuing to receive guidance and support from Navigator staff. This ongoing collaboration aims to create a more seamless and informed transition for students and their families.

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 school's 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
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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
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 Schools has established a strong culture of collaboration by consistently seeking input from stakeholders to inform decision-making. The organization utilizes a variety of formal and informal methods, including family surveys, town hall meetings, staff meetings, weekly leadership team meetings, cross-site collaboration, and daily site huddles. By employing multiple tools to gather feedback, Navigator ensures that voices across the organization are heard and considered in shaping school and system-level decisions.

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.

An area identified for improvement is the need to formalize systems for collecting, analyzing, and sharing stakeholder input with leadership in a consistent and structured way. While input is regularly gathered across various settings, developing a clear plan for how this feedback is synthesized and communicated to leadership teams will strengthen transparency, ensure

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follow-through, and support more informed decision-making at both the site and organizational levels.

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 assess students' perceptions of school safety, their sense of connectedness to an adult, and their development of self-efficacy and self-regulation skills.

Survey results indicate strong performance in areas of adult-student connection and school safety. Most students in both the elementary and middle grades reported having supportive relationships with adults on campus and feeling safe at school. When disaggregated by gender, grade level, race, and English Learner status, minimal variation was observed in perceptions of connectedness. However, one area of concern emerged among students identified under the Confidentiality Protected category, who reported lower levels of adult connectedness than their peers.

While the majority of students indicated feeling safe at school, a notable subset reported feeling safe only some of the time—or not at all. Additionally, disaggregated data revealed that students identifying with two or more races were less likely to report feeling connected to an adult at school.

In response to these findings, Hollister Prep will implement several measures to improve school climate and student well-being. Teachers in grades K–8 will administer weekly social-emotional surveys that ask students if they feel safe and whether they have experienced any harmful or inappropriate behavior. This will allow school staff to quickly identify and address safety concerns. The data will also be used to identify students in need of targeted social skills instruction or mental health referrals.

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The school will further strengthen student-adult relationships by holding daily classroom community meetings using a structured SEL curriculum. These meetings will focus on fostering safety, inclusiveness, and trust, while equipping students with strategies to recognize and report unsafe behavior.

To address the gap in connectedness among students in the Confidentiality Protected group, the school will conduct a deeper analysis to understand underlying factors. Teachers will be given additional context on their students' cultural and racial backgrounds and receive professional learning in culturally responsive teaching practices. These efforts are designed to promote deeper understanding, empathy, and stronger relationships between students and staff.

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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)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

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)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small

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instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

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 instructional model ensures that all students have access to a broad course of study, including core academic subjects and enrichment opportunities. Students engage in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and a range of enrichment activities such as performing and visual arts.

While the core program is delivered consistently across all sites, expanding access to extracurricular offerings—such as music, band, and other specialized electives—remains a challenge. One of the primary barriers is limited facility space, which constrains the ability to schedule and support additional programs beyond the core instructional day. This limitation impacts the range of enrichment opportunities that can be offered, particularly those requiring dedicated or flexible learning environments. Navigator continues to explore creative scheduling and long-term planning solutions to increase student access to a wider array of learning experiences.

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

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

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Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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OPTION 2: Reflection Tool**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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)

- 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.

Over the past few years, the Navigator community has navigated a range of challenges that have impacted students, families, and staff. In response, the organization has continued to develop and expand supports aimed at strengthening relationships between school staff and families. This has included both formal programs and informal outreach designed to meet families where they are, from basic needs assistance to increased

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opportunities for connection and communication. Efforts such as resource fairs, support for food and housing-insecure families, after-school interventions, home visits for chronically absent students, community events, and consistent communication through platforms like ParentSquare have all contributed to this work. While the approach continues to evolve, the foundation built through these supports has helped families feel more connected to their school communities and to the organization as a whole.

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.

Reestablishing and deepening community and family involvement on campus remains a central area of focus. One acknowledged area for continued growth is expanding opportunities to celebrate and highlight the contributions—both past and present—of local community members. As Navigator evolves, it recognizes the importance of creating intentional pathways that support both educational excellence and meaningful family engagement. Strengthening these connections will help ensure families feel welcomed, included, and connected to the life of the school.

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.

Informed by educational partner input and local data, Navigator Schools is working to strengthen engagement with underrepresented families through multiple strategies. In addition to expanding outreach to enroll more students who qualify for Free and Reduced-Price Lunch, Navigator is in the process of developing Community Schools that will offer expanded resources and supports for families. These schools will serve as hubs for connecting families—particularly those historically underrepresented—to services aligned with their needs. The pandemic underscored the importance of creating more opportunities for families to participate in on-campus activities, and this remains an area of focus as schools work to build deeper, more consistent relationships with all members of the community.

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

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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
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. In addition, the annual family engagement survey helps assess parents' understanding of their child's academic goals and informs ongoing efforts to strengthen school-home partnerships in support of student success.

2. Based on the analysis of educational partner input and local data, briefly

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describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An identified area for improvement is ensuring students are fully prepared for the academic and social demands of high school after completing their time at Navigator Schools. Supporting this transition requires a collaborative effort among families, staff, and students. To strengthen this partnership, site teams will work closely with local high schools to create reciprocal opportunities that allow students to explore high school expectations while continuing to receive guidance and support from Navigator staff. This ongoing collaboration aims to create a more seamless and informed transition for students and their families.

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 school's 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
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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
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 Schools has established a strong culture of collaboration by consistently seeking input from stakeholders to inform decision-making. The organization utilizes a variety of formal and informal methods, including family surveys, town hall meetings, staff meetings, weekly leadership team meetings, cross-site collaboration, and daily site huddles. By employing multiple tools to gather feedback, Navigator ensures that voices across the organization are heard and considered in shaping school and system-level decisions.

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.

An area identified for improvement is the need to formalize systems for collecting, analyzing, and sharing stakeholder input with leadership in a consistent and structured way. While input is regularly gathered across various settings, developing a clear plan for how this feedback is synthesized and communicated to leadership teams will strengthen transparency, ensure

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follow-through, and support more informed decision-making at both the site and organizational levels.

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 Social-Emotional Learning (SEL) survey to gather insight into students' perceptions of school safety, their connectedness to adults on campus, and their development in self-efficacy and self-regulation.

The survey results indicated that most students in grades 3–4 reported having a positive connection with an adult at school. A majority also reported feeling safe at school, though there remains a portion of students who indicated they do not always feel safe during the school day.

When disaggregated by gender, grade level, race, and English Learner status, responses were relatively consistent in terms of students reporting strong adult relationships. However, a notable difference emerged when comparing students based on their meal program eligibility. Students receiving reduced-price lunch reported lower levels of adult connectedness compared to those receiving free lunch.

In reviewing this data, the school identified key strengths in its ability to foster supportive relationships between students and staff. At the same time, improving the overall perception of safety on campus remains an important area of growth. In addition, the school is exploring the underlying factors that may be contributing to the lower sense of

Watsonville Prep School, Local Indicators, June 2025

connection reported by a specific subset of students, in order to develop targeted supports and improve outcomes for all learners.

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 need 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.

Watsonville Prep School, Local Indicators, June 2025

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)

Navigator Schools uses a locally developed instructional rubric to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a broad course of study aligned to state standards across grade spans. This rubric is reviewed quarterly by school administrators and support office team members to confirm that all content areas are being addressed and instructional time is appropriately distributed.

Data is one of Navigator's five compass points, underscoring its importance to the organization and the staff. Student data is reviewed regularly at multiple levels. Teachers examine data daily to inform and adjust instruction. Coaches and teachers meet weekly in one-on-one sessions to review student progress, and grade-level teams meet monthly to analyze trends and plan next steps. Data is also disaggregated by subgroup to ensure equity in access and outcomes. It informs the formation of small instructional groups and supports placement in intervention academies. These practices help ensure that all students are engaged in a comprehensive, standards-based educational experience tailored to their needs.

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 Schools is intentionally designed to ensure that all students have access to, and are enrolled in, a broad course of study across all school sites. Students receive equal instructional time in English Language Arts and Mathematics, with additional core instruction in Science, History/Social Studies, and Physical Education. Enrichment offerings such as performing arts, visual arts, and other exploratory classes are embedded throughout the week to support a well-rounded educational experience.

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)

Watsonville Prep School, Local Indicators, June 2025

Navigator's instructional model ensures that all students have access to a broad course of study, including core academic subjects and enrichment opportunities. Students engage in a balanced weekly schedule that includes English Language Arts, Math, Science, Social Studies, Physical Education, and a range of enrichment activities such as performing and visual arts.

While the core program is delivered consistently across all sites, expanding access to extracurricular offerings—such as music, band, and other specialized electives—remains a challenge. One of the primary barriers is limited facility space, which constrains the ability to schedule and support additional programs beyond the core instructional day. This limitation impacts the range of enrichment opportunities that can be offered, particularly those requiring dedicated or flexible learning environments. Navigator continues to explore creative scheduling and long-term planning solutions to increase student access to a wider array of learning experiences.

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.

Coversheet

LCAP - Gilroy Prep School

Section: IV. Topical
Item: C. LCAP - Gilroy Prep School
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Gilroy_Prep_(Navigator_School)_20250606.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Prep (a Navigator School)

CDS Code: 43694840123760

School Year: 2025-26

LEA contact information:

Ami Ortiz

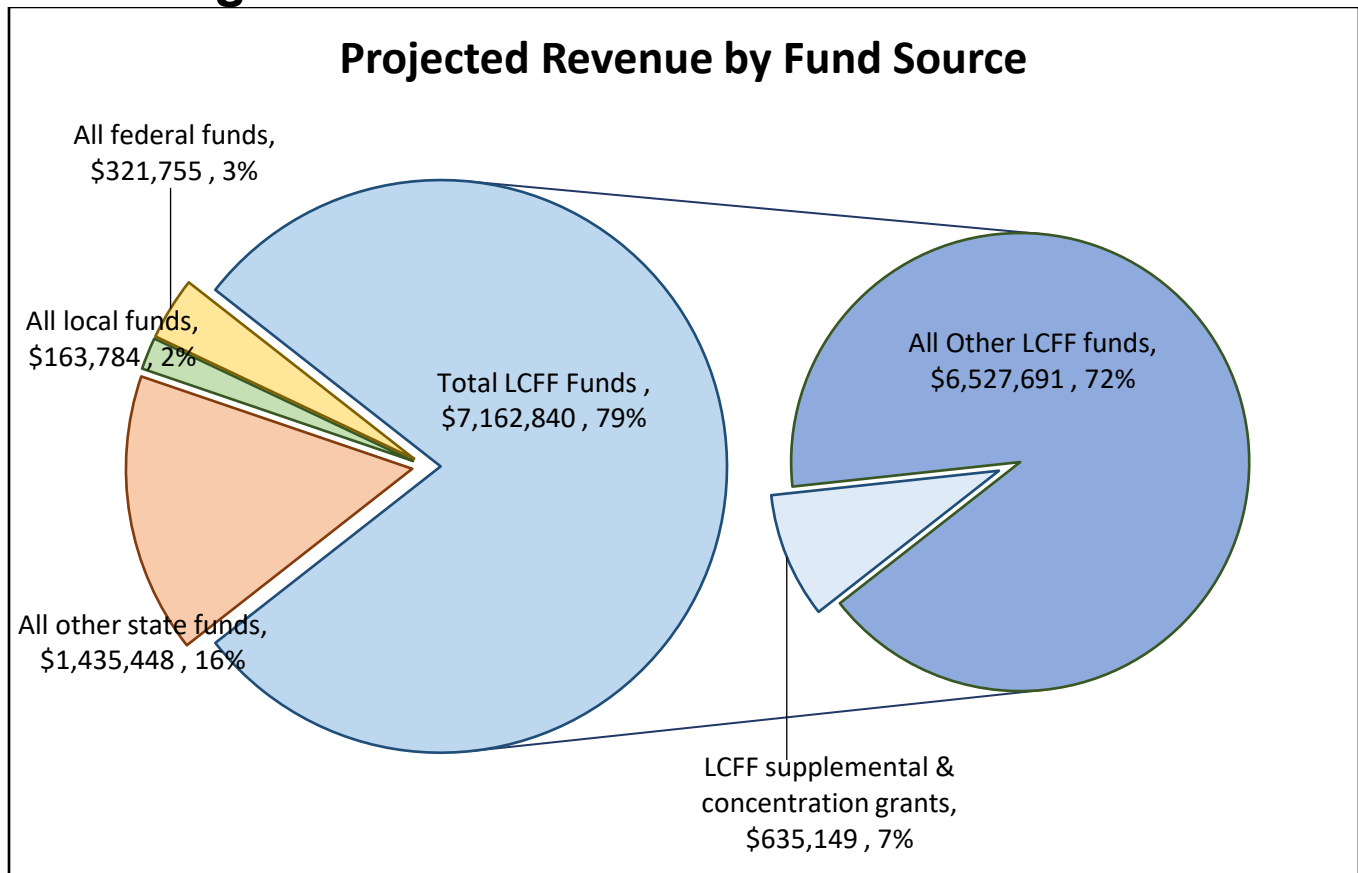
Director of Compliance & Operations

ami.ortiz@navigatorschools.org

831-217-4881

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

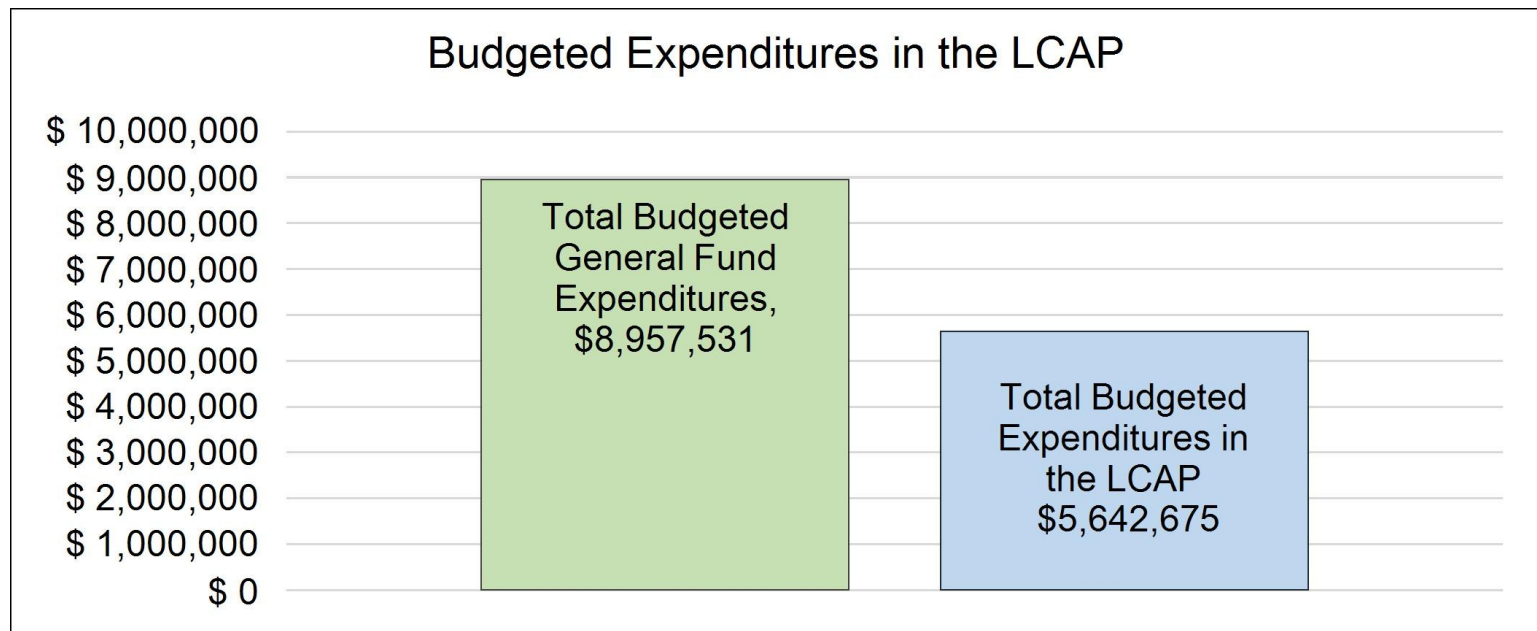
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Gilroy Prep (a Navigator School) is \$9,083,827, of which \$7,162,840 is Local Control Funding Formula (LCFF), \$1,435,448 is other state funds, \$163,784 is local funds, and \$321,755 is federal funds. Of the \$7,162,840 in LCFF Funds, \$635,149 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



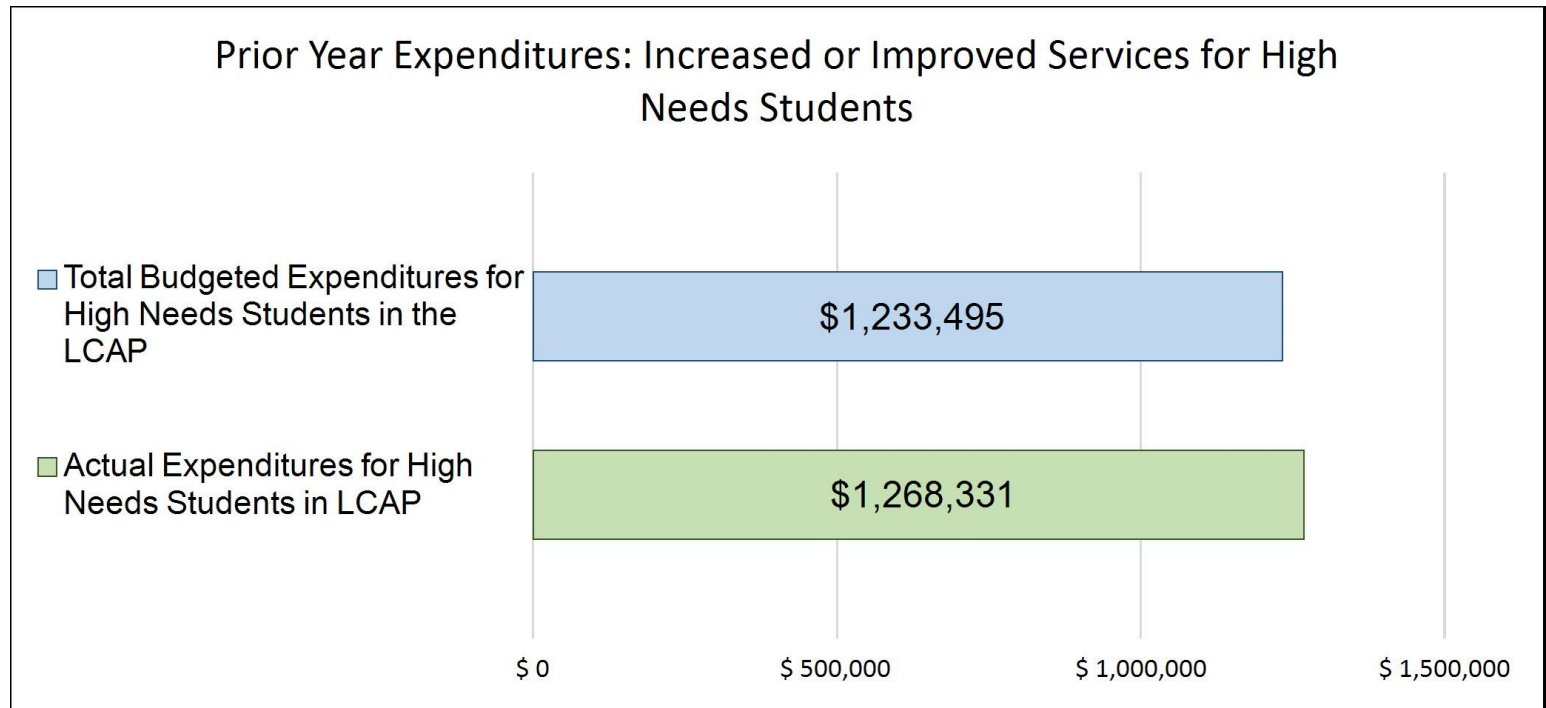
This chart provides a quick summary of how much Gilroy Prep (a Navigator School) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gilroy Prep (a Navigator School) plans to spend \$8,957,531 for the 2025-26 school year. Of that amount, \$5,642,675 is tied to actions/services in the LCAP and \$3,314,856 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Gilroy Prep (a Navigator School) is projecting it will receive \$635,149 based on the enrollment of foster youth, English learner, and low-income students. Gilroy Prep (a Navigator School) must describe how it intends to increase or improve services for high needs students in the LCAP. Gilroy Prep (a Navigator School) plans to spend \$2,952,981 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Gilroy Prep (a Navigator School) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gilroy Prep (a Navigator School) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Gilroy Prep (a Navigator School)'s LCAP budgeted \$1,233,495 for planned actions to increase or improve services for high needs students. Gilroy Prep (a Navigator School) actually spent \$1,268,331 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$34,836 had the following impact on Gilroy Prep (a Navigator School)'s ability to increase or improve services for high needs students:

There was not an impact on Gilroy Prep's ability to increase services for high needs students, as Gilroy Prep spent more than the planned budget.

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)	Ami Ortiz Director of Compliance & Operations	ami.ortiz@navigatorschools.org 831-217-4881

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Gilroy Prep School (GPS) is a TK–8 independent public charter school that has served students and families in the City of Gilroy since 2011. Founded with a vision to combine rigorous academics with character development and community-building, GPS has built a learning environment where leadership, collaboration, and a strong school culture are at the core of the student experience. A hallmark of the GPS model is the integration of small group instruction across all grade levels. With a student-to-instructor ratio of 15:1, GPS prioritizes personalized learning to meet the unique academic needs of every student. Instruction is further supported through middle school “squads” and targeted small group sessions, ensuring students benefit from individualized attention and consistent academic support.

GPS students participate in California’s statewide testing system through the Smarter Balanced Assessment Consortium (SBAC). In Spring 2024, 63% of students met or exceeded standards in English Language Arts and 55% in Mathematics—results that significantly exceed state averages. The school also maintains a 96% attendance rate, reflecting students’ strong engagement and the school’s safe, welcoming environment. Beyond academics, GPS offers a wide range of extracurricular programs in both the arts and athletics, giving students opportunities to discover interests, develop talents, and connect with their peers outside of the classroom.

Gilroy Prep currently serves 540 students. The student body is ethnically diverse: 63.1% Hispanic or Latino, 15.2% White, 11.3% Asian, 3.3% Two or More Races, 1.9% Black or African American, and 0.9% Native Hawaiian or Other Pacific Islander. The student population includes 46.5% socioeconomically disadvantaged students, 25.7% English language learners, and 11.3% students with disabilities. Parent education levels vary: 19.5% hold a graduate degree or higher, 24.3% a college degree, 20.2% have some college or an associate degree, 17.8% have a high school diploma, and 18.2% have not completed high school or did not provide a response.

Gilroy, with a population of approximately 58,000, is rooted in a strong agribusiness economy and has also grown as a commuter hub for those working in Silicon Valley and San Jose. GPS is proud to serve this dynamic and diverse community through its commitment to academic excellence, equity, and student-centered learning.

GPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Hollister Prep, Watsonville Prep and Hayward Collegiate.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for GPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and GPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Gilroy Prep, consultation with the local tribe and labor organizations was not applicable.

GPS does not receive Equity Multiplier funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2024 California School Dashboard highlights Gilroy Prep School's strong academic performance, with all measured indicators outperforming the state average. While the Dashboard includes some fluctuations—such as a slight decline in ELA scale scores—the school continues to demonstrate significant strengths, particularly in student progress and subgroup performance. Growth in the percentage of students meeting or exceeding standards, reduced chronic absenteeism, and gains in English Learner progress all reflect the impact of targeted, equity-focused strategies. The following summaries illustrate key areas of success and continued momentum across Dashboard indicators:

English Language Arts (ELA): Overall performance declined by 9.1 points but remains in the “Green” category, with all students scoring +28.9 points above the standard—significantly outperforming the state average. While the CA Dashboard reflects a decline in overall performance and among certain student groups, the percentage of students meeting or exceeding standards on the CAASPP shows growth for several subgroups: All Students (+4.11%), Students with Disabilities (+9.3%), White (+10.65%), Low Income (+2.46%), and Asian (+2.12%). These contrasting data points highlight both the need to address specific subgroup declines—such as English Learners (-8.02%) and Hispanic students (-8.91%)—and the progress made through targeted instruction and supports.

Mathematics: Overall performance increased by 13.9 points, moving from the “Yellow” to the “Green” category on the 2024 Dashboard, with notable gains across all student groups—outperforming the state average. This growth reflects the successful implementation of the rigorous Illustrative Math curriculum and expanded intervention time, both of which have accelerated student achievement in mathematics.

English Learner Progress: Performance improved by 10%, moving from the “Red” to the “Green” category, with 49.2% of students making progress toward English language proficiency—outperforming the state average. Gilroy Prep has prioritized Multilingual Learner success by adopting a new MLL curriculum, expanding professional development focused on effective MLL strategies, and affirming students’ home languages while improving English proficiency—efforts aimed at advancing from Red to Blue status on the Dashboard.

Chronic Absenteeism: Chronic absenteeism decreased by 12.9%, outperforming the state average and reflecting the impact of targeted interventions and outreach efforts outlined in the LCAP. All student groups experienced double-digit reductions, supported by the addition of a full-time staff member dedicated to re-engaging chronically absent students and strengthening school-home connections.

Suspension: Suspension rates decreased slightly by 0.2%, remaining in the “Yellow” category, with 1.5% of students suspended at least once—outperforming the state average. This reduction reflects the positive impact of schoolwide practices such as Valor Circles, which emphasize mental health, relationship-building, and interpersonal communication. Continued implementation of these restorative practices is expected to drive further reductions in suspensions over time.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for the improvement related to chronic absenteeism rate on the 2023 Dashboard for Multilingual Learners (EL), Hispanic, Low Income (Socioeconomically Disadvantaged). See Goal 2, Action 2.6 Chronic Absenteeism.

Learning Recovery and Emergency Block Grant
Gilroy Prep does not have any unexpended LREGB funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Gilroy Prep is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025.</p> <p>A staff survey was administered in February 2025, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p>

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, 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 2025, Parent Advisory Council meetings, including one in April 2025, and Community Schools Advisory Council meetings, including one in February 2025. 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 2025 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.

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

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

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
1.1	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%	All Students: 63.49% English Learners: 30.58% Low Income: 56.56% SWD: 16.13%		All Students: 75.6% English Learners: 46.6% Low Income: 62.1% Students with Disabilities: 14.9%	All Students: +4.11% English Learners: -8.02% Low Income: +2.46% SWD: +9.3% Asian: +2.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 59.8% White: 71.7% (LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)	Asian: 93.02% Hispanic: 50.89% White: 82.35% (Data Year: 2023-2024)		Asian: 90.9% Hispanic: 67.8% White: 79.7% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	Hispanic: -8.91% White: +10.65%
1.2	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: 54.77% English Learners: 30.58% Low Income: 46.61% SWD: 19.35% Asian: 88.37% Hispanic: 41.59% White: 72.55% (Data Year: 2023-2024)		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)	All Students: +4.63% English Learners: +8.88% Low Income: +15.51% SWD: +8.95% Asian: +3.47% Hispanic: +3.59% White: +4.65%
1.3	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%	All Students: 40.51% English Learners: 0% Low Income: 29.69% SWD: N/A		All Students: 49.18% English Learners: 13.35% Low Income: 34.49%	All Students: -0.67% English Learners: -4.35% Low Income: +4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 25% White: 76.92% (LEA average & all significant subgroups; Source: 2022-23 CAST assessment; caaspp-elpac.ets.org)	Asian: N/A Hispanic: 18.84% White: 63.64% (Data Year: 2023-2024)		Students with Disabilities: NA Asian: 90.90% Hispanic: 33% White: 82.92% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	Students with Disabilities: NA Asian: N/A Hispanic: -6.16% White: -13.28%
1.4	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/)	49.2% making progress towards English language proficiency (ELPI) % students reclassified fluent English proficient: 38% (Data Year: 2024-2025)		% 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/)	ELPI: +10% reclassified fluent English proficient: +0.9%
1.5	ELA: % of students with access to their own copies of standards-aligned instructional	100% (Source: Internal curriculum checklist, Spring 2024)	100% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for use at school and at home					
1.6	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.7	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.8	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.9	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)	100% (Data Year: 2024-2025)		100% (Source: Student Information System)	Maintained
1.11	Credentialed Teachers: Clear , Out-of-Field,	Clear: 6.00 (33%) Out-of-Field: 1.00 (6%)	Clear: 9 (45%) Out-of-Field: 0 (0%)		Clear: 60% of total FTE	Clear: 10.2 Out-of-Field 6% Intern 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Intern, Ineffective, Incomplete	Intern: 0.00 (0%) Ineffective: 11.00 (61%) Incomplete: 0.00 (0%) (Source: CA Commission on Teacher Credentialing, Reviewed April 2024)	Intern: 2 (10%) Ineffective: 9 (45%) Incomplete: 0.00 (0%) (Data Year: 2024-2025)		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)	Ineffective 29% Incomplete 0%
1.12	% 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% (Data Year: 2024-2025)		100% (Source: Internal candidate tracking system)	Maintained
1.13	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.14	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)	90%		80% (Source: Internal PD surveys)	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)	20 (Data Year: 2024-2025)		20 times annually (Source: Internal coaching logs)	Maintained

Goal Analysis [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.

During the 2024–25 school year, Gilroy Prep has demonstrated steady progress toward achieving Goal 1, which centers on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in math, humanities, and science with no substantive difference in planned actions and actual implementation of actions.

Action 1.1 Standards-aligned personalized instruction, Action 1.2 Interventions and Action 1.7 Teacher Coaching and supervision: Gilroy Prep's academic gains are the result of a comprehensive instructional approach grounded in rigorous, standards-aligned instruction, targeted student supports, and high-impact teacher development. Students have demonstrated measurable growth on both formative and summative assessments, supported by strong core instruction, structured early intervention plans, and responsive small group instruction delivered through a robust Multi-Tiered System of Supports (MTSS). Multilingual Learners (MLLs) have also shown continued progress through the integration of designated and integrated ELD and focused data analysis during professional learning.

Teachers benefit from weekly one-on-one instructional coaching, as well as a continuous cycle of classroom observation and follow-up, allowing for real-time feedback and refinement of practice. The school also utilizes adaptive online programs to provide personalized academic support. These systems are overseen by a dedicated Student Support Team and Intervention Coordinator and are aligned with evidence-based practices identified through the school's comprehensive needs review. Supported by Title I and IV funding, these efforts reflect Gilroy Prep's strong instructional infrastructure and commitment to equitable academic outcomes. This is further evidenced by high performance on the 2024 California School Dashboard in both English Language Arts and Mathematics, including a significant increase in Math achievement schoolwide and across all student groups.

Action 1.3 Teacher hiring and credentialing: Gilroy Prep implemented a rigorous, multi-step hiring process that included application screening, interviews, performance tasks, and reference checks to ensure the selection of high-quality, mission-aligned teachers. All instructional staff held appropriate California teaching credentials for their assignments, supporting compliance with state requirements and reinforcing the school's commitment to strong, standards-based instruction.

Action 1.4 Supports for Students with Disabilities: The Student Services Team—including the Student Services Director, coordinators, full inclusion paraprofessionals, and contracted service providers—delivers both push-in and pull-out support to meet the individual needs of students with IEPs. These services focus on small group and personalized instruction aligned to each student's learning goals, ensuring access to grade-level content and meaningful academic progress. While Gilroy Prep achieved a notable gain of +8.6 points in Math on the

2024 California School Dashboard, a decline in English Language Arts performance underscores the continued need to strengthen literacy supports and instructional strategies for students with diverse learning needs.

Action 1.5 English Learner Instruction: Multilingual Learners (MLLs) continue to make steady progress through a comprehensive ELD program that includes daily designated instruction in small groups and integrated strategies across all classrooms. Instruction is differentiated and personalized, incorporating explicit vocabulary, sentence stems, Thinking Maps, and Total Physical Response. An ELD Lead monitors program implementation, ensures alignment to ELD standards, and oversees regular benchmark assessments to track student progress. Long-Term English Learners (LTELs) are designated as focus students and receive targeted support with weekly progress monitoring. As a result, Gilroy Prep saw a 10% increase in the percentage of English Learners making progress toward proficiency in 2024, rising to 49.2% on the California School Dashboard.

Action 1.7 Professional Development: Robust and ongoing professional development supports high-quality instruction and student-centered learning. Teachers engage in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. Additional sessions address the needs of at-risk students, including ELs, students with IEPs, and foster youth. Regular PLCs, personalized growth goals, and technology integration ensure PD remains responsive and directly connected to classroom practice.

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

Action 1.5 is under budget by \$10,115 due to the position being vacant for a portion of the year. Action 1.6 is under budget by \$41,912 due to Gilroy Prep no longer staffing Learning Loss Paraprofessionals. Action 1.7 is under budget by \$37,995 due to the position being vacant for a portion of the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented to date—particularly Actions 1.1, 1.2, and 1.7—have been effective in building instructional capacity and advancing Gilroy Prep's academic goals. The addition of a Curriculum Coordinator and STEM and Humanities TOSAs (Action 1.7) has strengthened instructional leadership through targeted content coaching for site leaders and instructional staff, resulting in more focused classroom support. Weekly coaching and trend-based PD have aligned professional learning with student needs and contributed to measurable gains, especially in math, where the school improved by 13.9 points and moved from Yellow to Green.

The Multilingual Learner (MLL) Coordinator, aligned to Action 1.5, has expanded the school's ability to meet the needs of English Learners through PD, leadership coaching, and improved access to core instruction. These efforts supported a 10% increase in English Learner progress and a move from Red to Green on the Dashboard.

Actions 1.3 and 1.4 ensured high-quality teacher recruitment and personalized instruction for Students with Disabilities, contributing to subgroup gains in ELA (+9.3% for SWDs). The combination of rigorous Tier 1 instruction, targeted small-group supports, and adaptive tools (Actions 1.1 and 1.2) continues to drive strong student outcomes while highlighting areas for focused improvement.

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.

The school is currently piloting new ELA curricula in preparation for full adoption in the 2025–26 school year. Following five months of classroom piloting and positive student outcomes on progress monitoring assessments, the leadership team—working in consultation with key stakeholders—selected Bookworms for Kindergarten through 5th grade and Amplify CKLA for 6th through 8th grade. These curricula will be implemented schoolwide beginning in 2025–26. No other changes were made to Goal 1, as the current actions continue to align with the school’s instructional priorities and demonstrated areas of growth

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
1.1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit). This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$1,768,940.00	No
1.2	Interventions	<ul style="list-style-type: none"> Use of online learning programs for specialized supports MTSS program and Student Support Team: Identification and support for struggling students Early intervention plans 	\$1,103,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 		
1.3	Teacher hiring and credentialing	<ul style="list-style-type: none"> • All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment 	\$9,518.00	No
1.4	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	\$770,041.00	No
1.5	English learner instruction	<ul style="list-style-type: none"> • 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 	\$27,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>		
1.6	Professional development	<ul style="list-style-type: none"> 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 <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$265,235.00	No
1.7	Teacher coaching and supervision	<ul style="list-style-type: none"> Weekly one-on-one instructional coaching meetings Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) 	\$106,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Practice with the coach before launching with skill Cyclical process of observation, follow-up and observation 		

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time (Data Year: 2024-2025)		70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	N/A
2.2	Student Survey: % indicating satisfaction	92% agree that they felt safe at school, 66% feel	92% (Data Year: 2024-2025)		92% agree that they felt safe at school, 70% feel	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with school safety and sense of belonging	proud to belong to GPS most or all of the time (Source: Core SEL Survey, Spring 2024)			proud to belong to GPS most or all of the time (Source: Core SEL, Spring survey)	
2.3	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: 1.5% English Learners: 3.6% Low Income: 2% SWD: 0% Asian: 0% Hispanic: 2% White: 1.2% (Data Year: 2023-2024)		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)	All Students: -0.1% English Learners: .6% Low Income: .5% SWD: 1.6% Asian: 0% Hispanic: 2% White: 1.2%
2.4	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)	0% (Data Year: 2023-2024)		All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Asian: 0% Hispanic: 0% White: 0% (Source: Student Information System)	Maintained
2.5	Average Daily Attendance	94.89%	96.04%		96%	+1.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 23-24 P-2 report)	(Data Year: 2024-2025)		(Source: P-2 report)	
2.6	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: 11% English Learners: 13.3% Low Income: 15.2% SWD: 17.6% Asian: 1.6% Hispanic: 13.7% White: 12% (Data Year: 2023-2024)		All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	All Students: -12.9% English Learners: -14.1% Low Income: -15.4% SWD: -12.2% Asian: -7% Hispanic: -15.4% White: 8%
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2023-2024)		0% (Source: Student Information System)	Maintained
2.8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)	0 (Data Year: 2024-2025)		0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	Maintained
2.9	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)	92% (Data Year: 2023-2024)		At least 86% of parents feel their child is safe and supported on campus and 90% are satisfied with their child's academic results.	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(Source: Annual Parent Survey)	
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	94% (Data Year: 2024-2025)		70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	N/A

Goal Analysis [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.

During the 2024–25 school year, Gilroy Prep has demonstrated steady progress toward achieving Goal 2, which centers on creating a safe and affirming school culture with no substantive difference in planned actions and actual implementation of actions.

2.1 Family Engagement in school policies and decision making: Strengthened family involvement through board representation, stakeholder surveys, accessible communication via ParentSquare, and a variety of school events, supporting a more inclusive and connected school community.

2.2 Community Engagement Applied for a Community Schools Implementation Grant to expand wraparound services and establish partnerships that connect families with local social, health, and educational resources.

2.3 Social emotional learning: Developed trust and connection through the Valor Compass Camp framework, daily morning huddles, and weekly SEL lessons using supplemental curriculum focused on emotional awareness and belonging.

2.4 Student Activities: Strengthened school culture through monthly PBIS celebrations, after-school programs, field trips, and cultural events supported by ELOP funding, promoting student engagement and a sense of belonging.

2.5 Facilities maintenance and health and safety: Maintained a safe, clean campus through school leaders' monthly walk-throughs and annual safety training led by external experts. The School Safety Plan is reviewed and updated annually by the School Site Council.

2.6 Chronic Absenteeism: Successfully reduced chronic absenteeism by 12.9% from 2023 to 2024, as reported on the California School Dashboard. Implemented a multi-tiered approach including site-based attendance specialists, focus student tracking, multilingual home visits, transportation support, and weekly attendance meetings. Improved attendance was celebrated through schoolwide recognition events, contributing to increased student engagement and presence.

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

Action 2.1 is under budget by \$20,224 due to two services no longer being used and one service was received at no cost.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2: Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff, as demonstrated by both quantitative and qualitative indicators.

Progress toward Goal 2—creating a safe and affirming school culture that fosters engagement among scholars, families, and staff— has been supported through the coordinated implementation of multiple actions. The most notable success was a 12.9% decrease in chronic absenteeism from 2023 to 2024 (Action 2.6), achieved through targeted outreach efforts, multilingual home visits, and schoolwide recognition systems that promote consistent attendance and connection to school.

Efforts to strengthen family engagement (Action 2.1) have shown emerging effectiveness, with improved communication through ParentSquare, stakeholder surveys, and inclusive school events. While access has increased, the school continues to focus on building deeper engagement with underrepresented families.

To promote student connection and well-being, Gilroy Prep implemented daily SEL huddles and weekly lessons (Action 2.3) using supplemental curriculum aligned to emotional awareness and belonging. These efforts, alongside expanded student activities (Action 2.4)—including PBIS celebrations, field trips, after-school programs, and cultural events—have contributed to a more inclusive and engaging school culture. As a result, the school saw a 0.2% decrease in suspension rates, maintaining a low 1.5% rate in the Yellow category—outperforming the state average. This reflects the impact of consistent, schoolwide restorative practices that support student connection and positive behavior.

Maintaining a safe and welcoming campus (Action 2.5) remains a consistent priority, supported by monthly facility walk-throughs, annual safety training by external experts, and ongoing review of the School Safety Plan. Additionally, community engagement (Action 2.2) is in early implementation through the Community Schools Grant application, with emerging partnerships designed to expand access to wraparound services for students and families.

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.

No changes were made to Goal 2, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth

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
2.1	Family engagement in school policies and decision-making	<ul style="list-style-type: none"> 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 	\$27,699.00	No
2.2	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		No
2.3	Social-emotional learning	<ul style="list-style-type: none"> Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection Use morning huddles for staff and students to foster SEL Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$134,327.00	Yes
2.4	Student activities	<ul style="list-style-type: none"> Monthly Get In celebrations based on PBIS 	\$497,392.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations 		
2.5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> • School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC) 	\$816,595.00	No
2.6	Chronic absenteeism support	<p>Gilroy Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, and Hispanic students</p> <ul style="list-style-type: none"> • Attendance specialist at all school sites (GPS, HPS, WPS, not Hayward Collegiate) • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10% 	\$115,929.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$635,149	\$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
8.867%	0.000%	\$0.00	8.867%

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 #	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	<p>Action: Interventions</p> <p>Need: Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure</p>	<p>Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as</p> <p>small group reading support. A low-income student in the same grade may have perfect attendance</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 1 Goal 1, Metric 2 Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action</p>

Goal and Action #	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
	<p>to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p> <p>Scope: LEA-wide</p>	<p>but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
1.5	<p>Action: English learner instruction</p> <p>Need: English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.</p> <p>Scope: LEA-wide</p>	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels. Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

Goal and Action #	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
1.7	<p>Action: Teacher coaching and supervision</p> <p>Need: Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p> <p>Scope: LEA-wide</p>	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
2.3	<p>Action: Social-emotional learning</p> <p>Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 2, Metric 2 Goal 2, Metric 3 Goal 2, Metric 4 Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe</p>

Goal and Action #	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
	<p>requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p> <p>Scope: LEA-wide</p>		<p>and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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

Not applicable. Gilroy Prep is not projecting to receive the Concentration Grant in 2025-26.

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

2025-26 Total Expenditures Table

LCAP Year	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 %)
Totals	\$7,162,840	\$635,149	8.867%	0.000%	8.867%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,176,131.00	\$1,347,944.00	\$0.00	\$118,600.00	\$5,642,675.00	\$4,204,144.00	\$1,438,531.00

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	1.1	Standards-aligned personalized instruction	All	No			All Schools	Ongoing	\$1,529,507.00	\$239,433.00	\$1,768,940.00				\$1,768,940.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,048,526.00	\$54,900.00	\$943,526.00	\$54,900.00		\$105,000.00	\$1,103,426.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$9,518.00		\$9,518.00			\$9,518.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$630,041.00	\$140,000.00	\$770,041.00				\$770,041.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$27,385.00	\$0.00		\$27,385.00			\$27,385.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$265,235.00	\$0.00	\$251,635.00			\$13,600.00	\$265,235.00	
1	1.7	Teacher coaching and supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$106,188.00	\$0.00	\$106,188.00				\$106,188.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$21,323.00	\$6,376.00		\$27,699.00			\$27,699.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing								
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$126,783.00	\$7,544.00	\$134,327.00				\$134,327.00	
2	2.4	Student activities	All	No			All Schools	Ongoing	\$182,500.00	\$314,892.00		\$497,392.00			\$497,392.00	

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
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$150,727.00	\$665,868.00	\$140,666.00	\$675,929.00			\$816,595.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$115,929.00	\$0.00	\$60,808.00	\$55,121.00			\$115,929.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,162,840	\$635,149	8.867%	0.000%	8.867%	\$1,184,041.00	0.000%	16.530 %	Total:	\$1,184,041.00
								LEA-wide Total:	\$1,184,041.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$943,526.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools		
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,188.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,327.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,728,307.00	\$5,539,680.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No	\$1,867,459	\$1,768,940
1	1.2	Interventions	Yes	\$1,109,420.00	\$1,038,426
1	1.3	Teacher hiring and credentialing	No	\$12,056.00	\$9,518
1	1.4	Supports for students with disabilities	No	\$815,687.00	\$770,041
1	1.5	English learner instruction	Yes	\$37,500.00	\$27,385
1	1.6	Professional development	No	\$307,147.00	\$265,235
1	1.7	Teacher coaching and supervision	Yes	\$106,188.00	\$68,193
2	2.1	Family engagement in school policies and decision-making	No	\$47,923.00	\$27,699
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$140,287.00	\$134,327
2	2.4	Student activities	No	\$504,278	\$497,392

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Facilities maintenance and health & safety	No	\$669,912.00	\$816,595
2	2.6	Chronic absenteeism support	No	\$110,450.00	\$115,929

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$580,827	\$1,233,495.00	\$1,268,331.00	(\$34,836.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Interventions	Yes	\$949,520.00	\$103,8426		
1	1.5	English learner instruction	Yes	\$37,500	\$27,385		
1	1.7	Teacher coaching and supervision	Yes	\$106,188.00	\$68,193		
2	2.3	Social-emotional learning	Yes	\$140,287	\$134,327		

2024-25 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)
\$6,754,614	\$580,827	0	8.599%	\$1,268,331.00	0.000%	18.777%	\$0.00	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]).
 - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
 - 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).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
 - 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.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

2025-26 Local Control and Accountability Plan for Gilroy Prep (a Navigator School)

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

2025-26 Local Control and Accountability Plan for Gilroy Prep (a Navigator School)

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

LCAP - Hollister Prep School

Section: IV. Topical
Item: D. LCAP - Hollister Prep School
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Hollister_Prep_School_20250606.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hollister Prep

CDS Code: 35-67470-0127688

School Year: 2025-26

LEA contact information:

Ami Ortiz

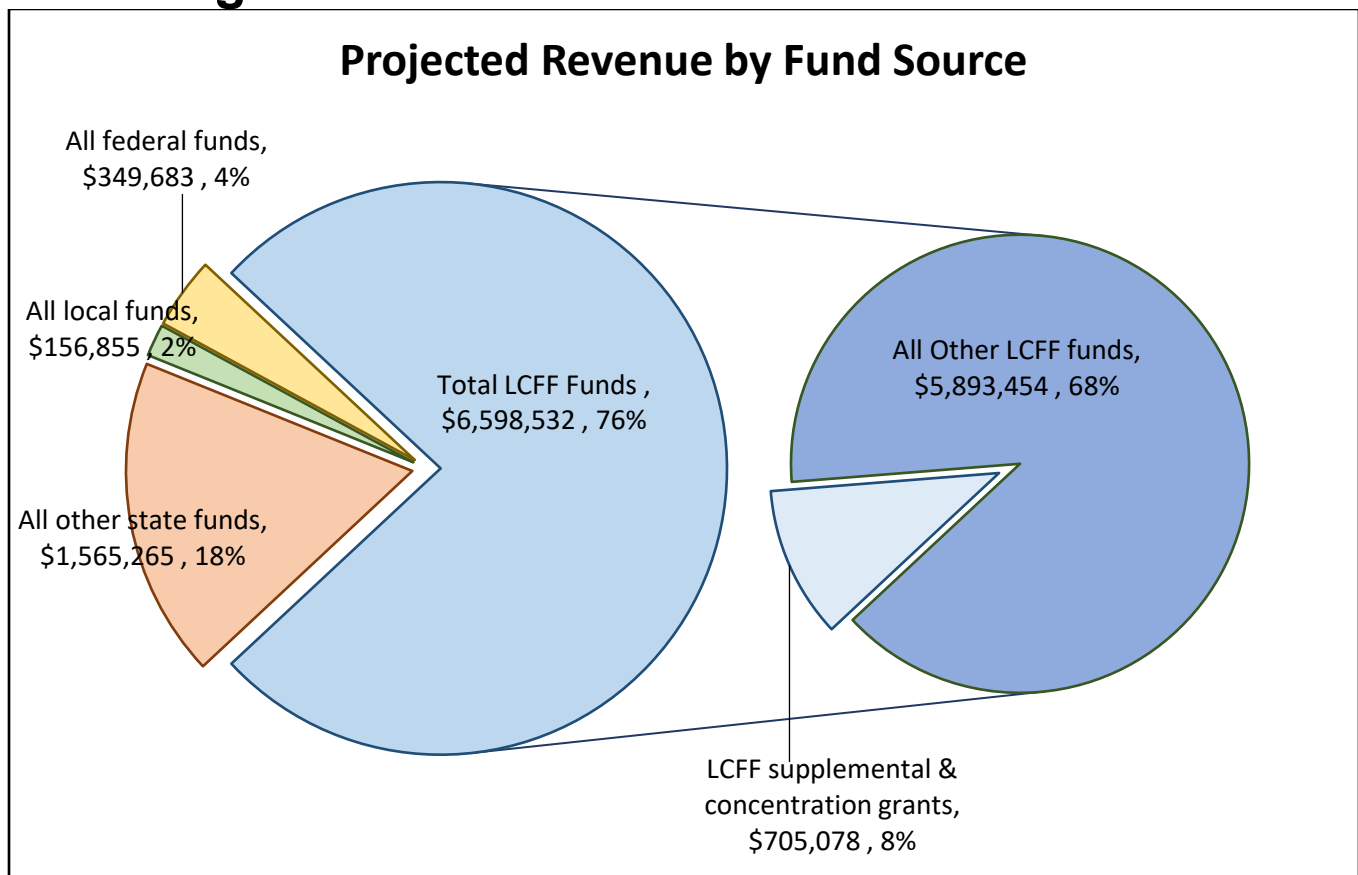
Director of Compliance & Operations

ami.ortiz@navigatorschools.org

831-217-4881

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

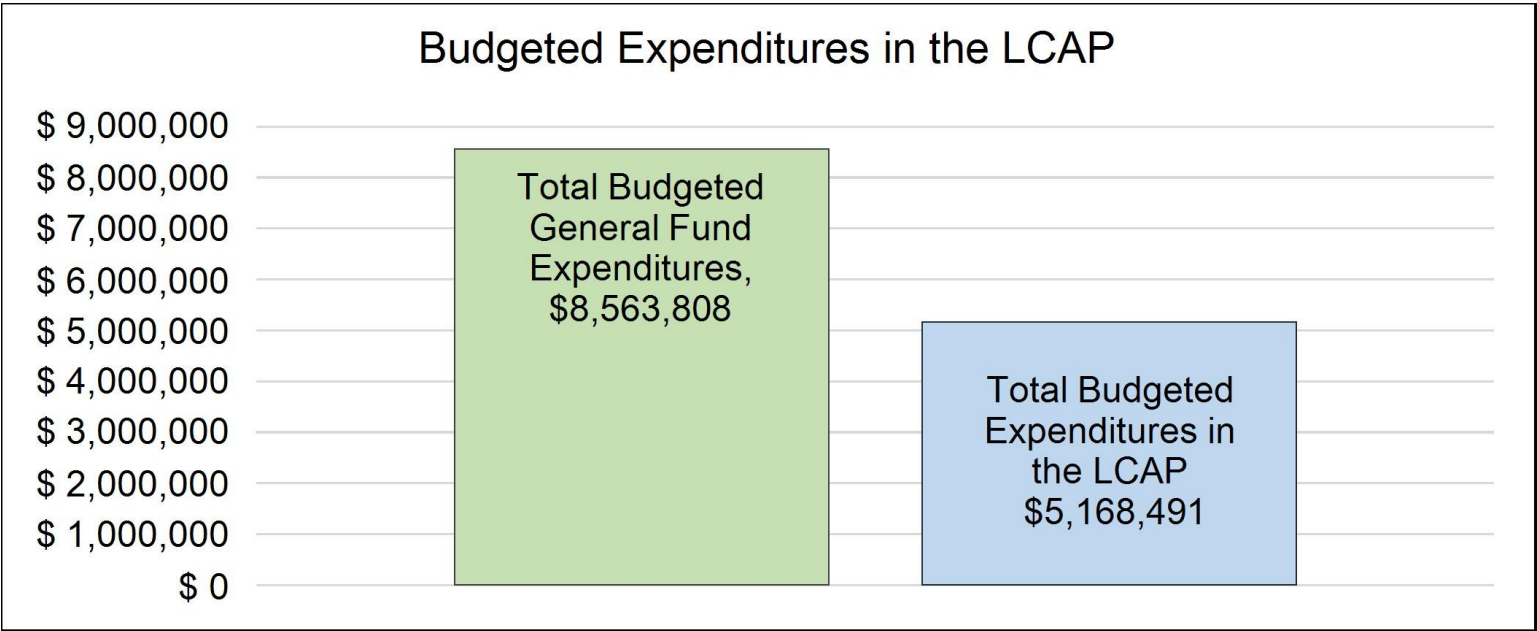
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Hollister Prep is \$8,670,335, of which \$6,598,532 is Local Control Funding Formula (LCFF), \$1,565,265 is other state funds, \$156,855 is local funds, and \$349,683 is federal funds. Of the \$6,598,532 in LCFF Funds, \$705,078 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



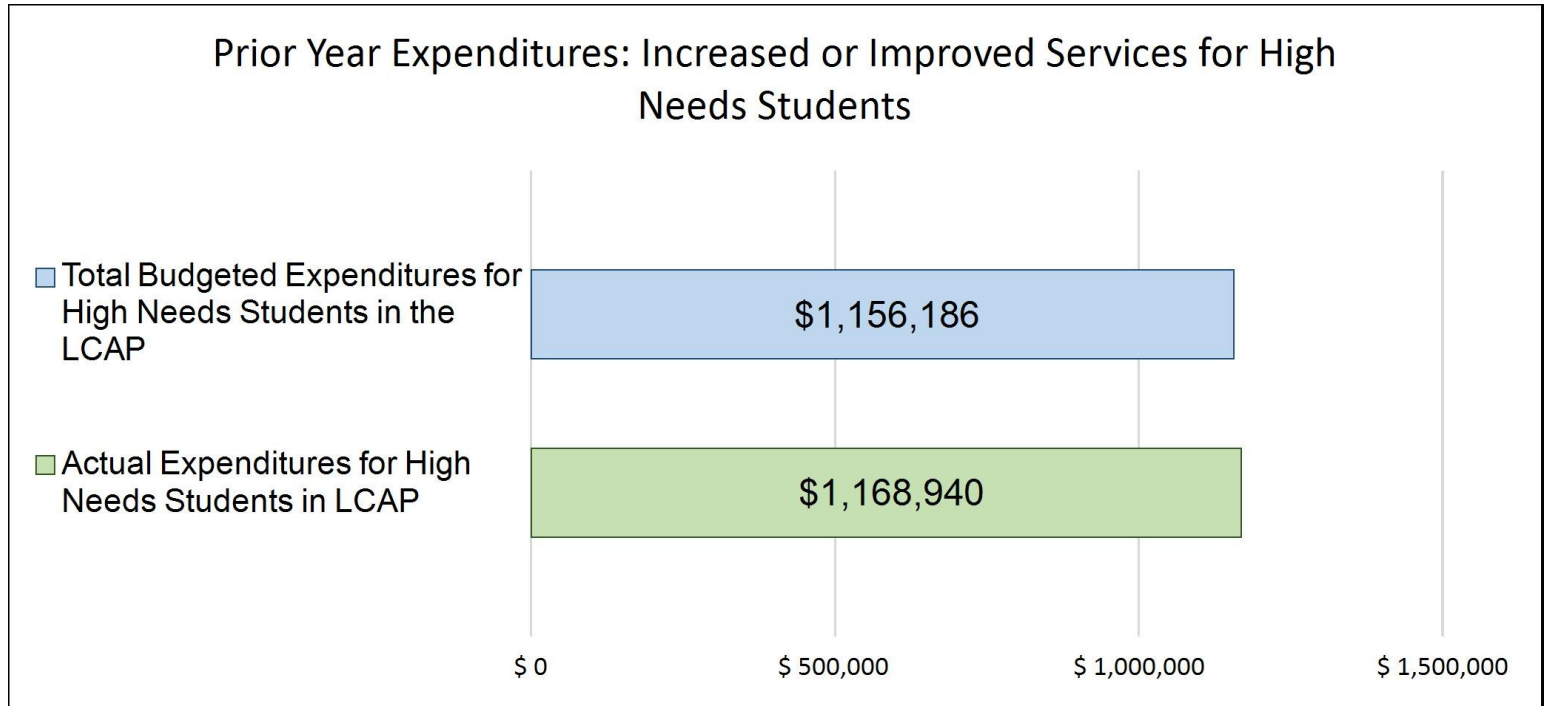
This chart provides a quick summary of how much Hollister Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hollister Prep plans to spend \$8,563,808 for the 2025-26 school year. Of that amount, \$5,168,491 is tied to actions/services in the LCAP and \$3,395,317 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hollister Prep is projecting it will receive \$705,078 based on the enrollment of foster youth, English learner, and low-income students. Hollister Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Hollister Prep plans to spend \$1,154,679 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hollister Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hollister Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hollister Prep's LCAP budgeted \$1,156,186 for planned actions to increase or improve services for high needs students. Hollister Prep actually spent \$1,168,940 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$12,754 had the following impact on Hollister Prep's ability to increase or improve services for high needs students:

There was not an impact on Hollister Prep's ability to increase or improve services for high needs students.

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	Ami Ortiz Director of Compliance & Operations	ami.ortiz@navigatorschools.org 831-217-4881

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Hollister Prep (HPS) is a K-8th grade independent public charter school opened in 2013 that serves students and families in the City of Hollister. The foundation of Hollister Prep is rooted in the mission to provide high-quality education to the most vulnerable students in our communities. From the beginning, Hollister Prep has embraced a unique educational model, drawing inspiration from some of the best schools in America. This approach has not only made a significant difference in the lives of HPS students but has also set a benchmark for educational standards across California and beyond. Hollister Prep boasts a dedicated team of teachers who are deeply committed to their students' success. The low student to teacher ratio allows for personalized attention and support for each student. Our teachers use a model of data-driven instruction and blended learning, ensuring that all students, including English language learners and those with special needs or learning challenges, have access to high-quality educational opportunities. HPS is committed to continuous improvement and has made many recent enhancements to its campus. Our school also continues to expand its extracurricular programs, providing students with a broad variety of activities to explore. This commitment to improvement ensures that HPS is always striving to provide the best possible educational experience for its students. HPS students participate in the state testing system which uses tests developed and administered by the Smarter Balanced Assessment Consortium (SBAC). In spring 2023, 68.39% of HPS students met or exceeded standard in English Language Arts and 52.44% met or exceeded standard in Math, both significantly higher than state averages. A testament to our engaging environment and dedicated staff, we have a 96% attendance rate. Students are eager to come to school and participate in the learning process.

HPS serves 530 students with the following demographics: 57.8% free or reduced-price lunch, 27.8% English language learners, and 14.0% special education. HPS students have varied ethnic backgrounds: 86.9% Hispanic or Latino, 8.6% White, 3.0% Asian, and 0.9% Two or More Races. HPS parents have various education levels: 8.0% graduate degree or more, 25.6% college degree, 25.2% some college or

associate's degree, 22.6% high school degree, and 18.7% no high school degree or did not answer. The City of Hollister has a population of approximately 44,000, and is home to a vibrant agribusiness economy and has also become home to commuters to Silicon Valley and San Jose.

HPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hayward Collegiate, and Watsonville Prep.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for HPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and HPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Hollister Prep, consultation with the local tribe and labor organizations was not applicable.

HPS does not receive Equity Multiplier funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2024 California School Dashboard highlights Hollister Prep's strong and steadily improving performance across academic and school climate indicators. The school continues to outperform the state average in both English Language Arts and Mathematics, with all major student groups scoring above standard despite some minor declines. Progress among Multilingual Learners, reductions in chronic absenteeism, and sustained low suspension rates further reflect Hollister Prep's mindset of continuous improvement, grounded in rigorous instruction, targeted interventions, and a commitment to equity. The data below illustrate key areas of achievement and the impact of intentional schoolwide strategies.

English Language Arts (ELA): Remains in the "Green" category for ELA with a strong performance of 31.7 points above standard, despite a slight overall decline of 3.8 points. All student groups continue to perform above standard and outperform the state average. While some subgroups experienced modest declines—including Long-Term English Learners (-5.5, Orange category), English Learners (-6.1), Hispanic students (-5.8), and Low-Income students (-4.3)—they all remain above the state standard. Students with Disabilities maintained performance with a slight increase of 0.7 points, remaining in the Green category. These results demonstrate consistently high achievement across student groups, alongside a continued commitment to closing performance gaps.

Mathematics: Overall strong growth in mathematics with an overall increase of 7.6 points, remaining in the Green category at 9.5 points above standard, and outperforming the state average. All student groups showed gains and continue to exceed state performance levels. Notable increases include Long-Term English Learners (+9.6, moved into Yellow), Students with Disabilities (+3.5, Green category), English Learners (+5.9, Green), Hispanic students (+6.9), and Low-Income students (+5.8). This improvement reflects the successful implementation of the rigorous Illustrative Math curriculum and the expansion of targeted intervention time to support accelerated math achievement for all students.

English Learner Progress Indicator: Hollister Prep saw a 4% increase in the percentage of English Learners making progress toward English language proficiency, with 47% of students demonstrating growth. This improvement moved the school from the Red to the Green category on the Dashboard. This progress is attributed to the adoption of a new Multilingual Learner (MLL) curriculum, an increased focus on professional development in MLL instructional strategies, and a commitment to supporting students' home languages while advancing their English proficiency.

Chronic Absenteeism: Chronic absenteeism declined by 9.8%, moving into the "Yellow" category with an overall rate of 11.3%, significantly outperforming the state average of 18.6%. All student groups saw substantial declines from 2023 to 2024, demonstrating the effectiveness of the school's strategies. Targeted interventions and outreach efforts outlined in the LCAP, along with the addition of a full-time staff member focused on re-engaging chronically absent students, contributed to these double-digit reductions and strengthened school-home connections.

Suspension: Maintained 0.2% a low suspension rate of 0.2%, moving into the "Yellow" category and continuing to outperform the state average. Suspension rates remained stable for all students except for an increase among Long-Term English Learners (+3.3%) and English Learners (+0.5%). In response, the school will continue to implement proactive, restorative practices such as Valor Circles, which emphasize

mental health, relationship-building, and interpersonal communication. These strategies are designed to cultivate a positive school climate and are expected to help reduce suspension rates over time.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to English Learner Progress and chronic absenteeism rates on the 2023 Dashboard:

English Learner Progress Indicator: English Learners. See Goal 1, Action 5.

Chronic Absenteeism: All students, English Learners, Hispanic, Low Income and Students with Disabilities. See Goal 2 Action 6

Learning Recovery and Emergency Block Grant

Hollister Prep does not have any unexpended LREGB funding.

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	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025.</p> <p>A staff survey was administered in February 2025, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p>

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, 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 2025, Parent Advisory Council meetings (“Family Community Meetings”), including one in March 2025, and Community Schools Advisory Council meetings, including one in March 2025. 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.

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

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

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
1.1	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%	All Students: 68% English Learners: 37.2% Low Income: 66.1% SWD: 30% Hispanic: 65.5%		All Students: 76.4% English Learners: 60.2% Low Income: 72.0%	All Students: -1.9% English Learners: +15% Low Income: +2.1% SWD: -3.3% Hispanic: -.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 80.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	White: 80.8% (Source: 2023-24 SBAC caaspp- elpac.ets.org)		Students with Disabilities: 41.3% Hispanic: 74.0% White: 88.0% (Source: 2022-23 SBAC caaspp- elpac.ets.org)	White: +0.8
1.2	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: 53.2% English Learners: 19.8% Low Income: 50% SWD: 24.4% Hispanic: 51.5% White: 63% Source: 2023-24 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)	All Students: +2.5% English Learners: -12.1% Low Income: +3.2% SWD: -0.6% Hispanic: +1.3% White: +3%
1.3	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;	All Students: 42.3% English Learners: 6.2% Low Income: 20.7% Asian: N/A SWD: N/A Hispanic: 37.2% White: N/A (LEA average & all significant subgroups;		All Students: 44.21% English Learners: 24.67% Low Income: 39.04% Students with Disabilities: 8% Asian: NA Hispanic: 41.34% White: NA	All Students: +6.1% English Learners: -10.5% Low Income: -10.3% Asian: N/A SWD: N/A Hispanic: 3.9% White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2022-23 CAST assessment, caaspp-elpac.ets.org)	Source: 2023-24 CAST assessment, caaspp-elpac.ets.org)		(LEA average & all significant subgroups; Source: CAST assessment, caaspp-elpac.ets.org)	
1.4	ELPAC Summative: <ul style="list-style-type: none"> % 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/)	47% Making progress on English Language Proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 38.5% (Data Year: 2024-2025)		% 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/)	+4% +0.4
1.5	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	
1.6	ELD: % of students with access to their own copies of standards-	100%	100% (Data Year: 2024-2025)		100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials for use at school and at home	(Source: Internal curriculum checklist, Spring 2024)			(Source: Internal curriculum checklist)	
1.7	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.8	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.9	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)	100% (Data Year: 2024-2025)		100% (Source: Student Information System)	Maintained
1.11	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%)	Clear: 9 (50%) Out-of-Field: 0.00 (0%) Intern: 1 (5.50%) Ineffective: 8 (44.50%)		Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CA Commission on Teacher Credentialing, Reviewed April 2024)	Incomplete: 0.00 (0%) (Data Year: 2024-2025)		Ineffective: 30% of total FTE Incomplete: 0% of total FTE (Source: CA Commission on Teacher Credentialing, Spring 2027)	
1.12	% 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% (Data Year: 2024-2025)		100% (Source: Internal candidate tracking system)	Maintained
1.13	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.14	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)	90.75%		80% (Source: Internal PD surveys)	N/A
1.15	Number of instances that classroom teachers	20 times annually	20 (Data Year: 2024-2025)		20 times annually (Source: Internal coaching logs)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	receive coaching during the school year	(Source: Internal coaching logs, April 2024)				

Goal Analysis [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.

During the 2024–25 school year, Hollister Prep has demonstrated steady progress toward achieving Goal 1, which centers on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in math, humanities, and science with no substantive difference in planned actions and actual implementation of actions.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching: These three actions form the foundation of our instructional model, which integrates rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. Students have demonstrated growth on both formative and summative assessments, supported by strong Tier 1 instruction, MTSS-aligned interventions, and personalized small group instruction. Multilingual Learners benefit from integrated ELD strategies and ongoing data-driven planning. Adaptive online tools and real-time coaching help teachers refine instruction, while a dedicated support team ensures alignment with student needs and federal funding requirements.

Action 1.3 Teacher hiring and credentialing: Hollister Prep implemented a rigorous, multi-step hiring process that included application screening, interviews, performance tasks, and reference checks to ensure the selection of high-quality, mission-aligned teachers.

Action 1.4 Supports for Students with Disabilities: Services focus on small group and personalized instruction aligned to each student's learning goals, ensuring access to grade-level content and meaningful academic progress through a push in pull out model.

Action 1.5 English Learner Instruction: ELD Lead supported program implementation, ensures alignment to ELD standards, and oversees regular benchmark assessments to track student progress. Long-Term English Learners (LTELs) are designated as focus students and receive targeted support with weekly progress monitoring.

Action 1.7 Professional Development: Robust and ongoing professional development supports high-quality instruction and student-centered learning. Teachers engage in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. Regular PLCs, personalized growth goals, and technology integration ensure PD remains responsive and directly connected to classroom practice.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Hollister Prep's academic actions to date have been effective, as reflected in the 2024 CA Dashboard. ELA remains in the Green category at +31.7 points above standard, with all student groups outperforming the state, despite minor subgroup declines. Math performance increased by 7.6 points, also in the Green category at +9.5 DFS, with all student groups showing gains, including Long-Term English Learners (+9.6) and Low-Income students (+5.8). These outcomes reflect the impact of Actions 1.1, 1.2, and 1.7, which form the foundation of the school's instructional model—combining standards-aligned instruction, MTSS-driven interventions, and weekly coaching to support data-informed, student-centered learning.

To strengthen instructional leadership and professional capacity (Action 1.7), the school added a Curriculum Coordinator and STEM and Humanities TOSAs to provide content-specific coaching to site leaders and instructional staff. Weekly coaching and trend-based PD have ensured responsive support for high-quality teaching. Action 1.3 supported the hiring of high-quality, mission-aligned educators through a rigorous selection process, while Action 1.4 ensured Students with Disabilities received personalized, goal-aligned instruction through a push-in/pull-out model.

English Learner Progress improved by 4 percentage points—moving from Red to Green on the Dashboard—with 47% of students demonstrating growth. This reflects the effectiveness of Action 1.5, including the adoption of a new MLL curriculum, regular benchmark assessments, and targeted support for Long-Term English Learners. The MLL Coordinator leads focused PD and coaching aligned to best practices for multilingual learners, reinforcing the school's commitment to honoring home languages while accelerating English proficiency.

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.

The school is currently piloting new ELA curricula in preparation for full adoption in the 2025–26 school year. Following five months of classroom piloting and positive student outcomes on progress monitoring assessments, the leadership team—working in consultation with key stakeholders—selected Bookworms for Kindergarten through 5th grade and Amplify CKLA for 6th through 8th grade. These curricula will be implemented schoolwide beginning in 2025–26. No other changes were made to Goal 1, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth.

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
1.1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math 	\$1,470,470.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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 		
1.2	Interventions	<ul style="list-style-type: none"> Use of online learning programs for specialized supports MTSS program and Student Support Team: Identification and support for struggling students Early intervention plans Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) Intervention Coordinator Extended school day and school year Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$920,916.00	Yes
1.3	Teacher hiring and credentialing	<ul style="list-style-type: none"> All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. All teachers will hold an appropriate California teaching credential for their assignment 	\$8,033.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	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	\$687,768.00	No
1.5	English learner instruction	<ul style="list-style-type: none"> • 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. <p>LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores (English Learner Progress) for English Learners (ELs) and Long Term English Learners (LTEL), and these activities relate to our language acquisition programs and professional development specific to ELs/LTEs.</p>	\$37,500.00	Yes
1.6	Professional development	<ul style="list-style-type: none"> • Professional Development sessions on: • CCSS and NGSS 	\$243,709.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Core Curriculum implementation • Data-driven instruction • Social Emotional Learning • Classroom Culture • Working with struggling/at risk scholars: Special Education, ELs, low-income, foster youth • Culturally competent teaching • Technology skills • Professional Learning Communities: grade level and content time • Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>		
1.7	Teacher coaching and supervision	<ul style="list-style-type: none"> • Weekly one-on-one instructional coaching meetings • Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation 	\$113,788.00	Yes

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (Fall 2023: 21%), behavior incidents, and suspension rates (2%) are areas of growth for our schools. To focus on this, we want to build a culture of excellence, a sense of connectedness to the school community, and support for one another in order to help students reach their full potential. Finally, the power of a staff of mission-aligned educators is crucial to a positive and successful school culture. Students cannot focus on academics if they do not feel they are safe, supported, and affirmed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time		70% of parents answer a 4 or 5 on 5-point scale	N/A
2.2	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	96% (Data Year: 2024-2025)		93% agree that they felt safe at school, 72% feel proud to belong to	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CORE SEL Survey, Spring 2024)			HPS most or all of the time (Source: CORE SEL Survey, Spring survey)	
2.3	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: 1.8% English Learners: 0.5% Low Income: 1.4% SWD: 2.5% Hispanic: 1.9% White: 2.1% LTEL: 3.3% (Source: California Dashboard, 2024)		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)	All Students: -0.2% English Learners: +0.5% Low Income: -0.3% SWD: -0.1% Hispanic: -0.2% White: Maintained LTEL: N/A
2.4	Expulsion Rate for all students and all numerically significant subgroups	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring 2024)	All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Data Year: 2024-2025)		All Students: 0% English Learners: 0.0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% White: 0% (Source: Student Information System, Spring)	Maintained
2.5	Average Daily Attendance	93.91%	96.17% (Data Year: 2024-2025)		96%	+2.26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 23-24 P-2 report)			(Source: P-2 report)	
2.6	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: 11.3% English Learners: 10.4% Low Income: 14.5% SWD: 13.8% Hispanic: 11.7% White: 8.5% LTEL: 10% (Source: California Dashboard, 2024)		All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% White: <10% (Source: California Dashboard)	All Students: -9.8% English Learners: -5.7% Low Income: -9.7% SWD: -7% Hispanic: 10.1% White: -8.2% LTEL: -63.1%
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2024-2025)		0% (Source: Student Information System)	Maintained
2.8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)	0		0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	Maintained
2.9	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)	95%		At least 90% of parents feel their child is safe and supported on campus and 95% are satisfied with their child's academic results.	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(Source: Annual Parent Survey)	
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	94%		70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	94%

Goal Analysis [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.

During the 2024–25 school year, Hollister Prep has demonstrated steady progress toward achieving Goal 2, which centers on creating a safe and affirming school culture with no substantive difference in planned actions and actual implementation of actions.

2.1 Family Engagement in school policies and decision making: Strengthened family involvement through board representation, stakeholder surveys, accessible communication via ParentSquare, and a variety of school events, supporting a more inclusive and connected school community.

2.2 Community Engagement Applied for a Community Schools Implementation Grant to expand wraparound services and establish partnerships that connect families with local social, health, and educational resources.

2.3 Social emotional learning: Developed trust and connection through the Valor Compass Camp framework, daily morning huddles, and weekly SEL lessons using supplemental curriculum focused on emotional awareness and belonging.

2.4 Student Activities: Strengthened school culture through monthly PBIS celebrations, after-school programs, field trips, and cultural events supported by ELOP funding, promoting student engagement and a sense of belonging.

2.5 Facilities maintenance and health and safety: Maintained a safe, clean campus through school leaders' monthly walk-throughs and annual safety training led by external experts. The School Safety Plan is reviewed and updated annually by the School Site Council.

2.6 Chronic Absenteeism: Implemented a multi-tiered approach including site-based attendance specialists, focus student tracking, multilingual home visits, transportation support, and weekly attendance meetings. Improved attendance was celebrated through schoolwide recognition events, contributing to increased student engagement and presence.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions under Goal 2 has shown varying levels of effectiveness, with meaningful progress in key areas and identified opportunities for deeper impact.

Family engagement (Action 2.1) demonstrated emerging effectiveness, with improved communication systems and more inclusive events helping to increase participation. However, strengthening connections with underrepresented families remains a priority.

Social-emotional learning (Action 2.3) and student activities (Action 2.4) supported a positive school climate through daily SEL huddles, weekly lessons, PBIS celebrations, and expanded enrichment. Hollister Prep maintained a low suspension rate of 0.2%, moving into the Yellow category and remaining below the state average. While rates remained stable overall, increases among Long-Term English Learners (+3.3%) and English Learners (+0.5%) highlight the need for continued focus. The school will sustain proactive, restorative practices such as Valor Circles to strengthen relationships and support student well-being.

Facilities and safety (Action 2.5) were consistently well-maintained through scheduled inspections, regular safety drills, and annual plan reviews—ensuring a safe physical environment for students and staff.

Community engagement (Action 2.2) is in its early stages, with promising partnerships beginning to form through the Community Schools Grant initiative, positioning the school for stronger community integration in future years.

Chronic Absenteeism (Action 2.6) was addressed through home visits, attendance specialists, and recognition systems, resulting in a 9.8% drop to 11.3%—well below the state average of 18.6%—and a Yellow Dashboard rating in 2024. A full-time re-engagement staff member further strengthened family partnerships and supported continued gains across all key student groups.

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.

No changes were made to Goal 2, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth.

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
2.1	Family engagement in school policies and decision-making	<ul style="list-style-type: none"> 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 	\$47,300.00	No
2.2	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		No
2.3	Social-emotional learning	<ul style="list-style-type: none"> Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection Use morning huddles for staff and students to foster SEL Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$119,975.00	Yes
2.4	Student activities	<ul style="list-style-type: none"> Monthly Get In celebrations based on PBIS PBIS store to incentivize positive behavior 	\$504,278.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Field Trips After school programs and extracurricular activities utilizing ELOP funding Culture heritage and community celebrations 		
2.5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials Review and update school safety plan annually (managed by SSC) 	\$884,353.00	No
2.6	Chronic absenteeism support	<p>Hollister Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism for the identified subgroups: English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Hispanic students</p> <ul style="list-style-type: none"> -Attendance specialist -All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist) -Home visits, which include staff members that speak the CAR student's home language -Multilingual family engagement and education nights -Transportation support on an as-needed basis (based on family needs) -Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students -Attendance Celebrations for students below 10% 	\$130,401.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$705,078	\$10,326

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
10.685%	0.000%	\$0.00	10.685%

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 #	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	<p>Action: Interventions</p> <p>Need: Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure</p>	Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 1 Goal 1, Metric 2 Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action</p>

Goal and Action #	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
	<p>to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p> <p>Scope: LEA-wide</p>	<p>but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
1.5	<p>Action: English learner instruction</p> <p>Need: English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.</p> <p>Scope: LEA-wide</p>	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

Goal and Action #	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
1.7	<p>Action: Teacher coaching and supervision</p> <p>Need: Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p> <p>Scope: LEA-wide</p>	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
2.3	<p>Action: Social-emotional learning</p> <p>Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 2, Metric 2 Goal 2, Metric 3 Goal 2, Metric 4 Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe</p>

Goal and Action #	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
	<p>requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p> <p>Scope: LEA-wide</p>		<p>and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable. IIS has been determined through expenditure of LCFF funds

Additional Concentration Grant Funding

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

Hollister Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

2025-26 Total Expenditures Table

LCAP Year	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 %)
Totals	\$6,598,532	\$705,078	10.685%	0.000%	10.685%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,034,902.00	\$117,289.00	\$0.00	\$16,300.00	\$5,168,491.00	\$3,830,703.00	\$1,337,788.00

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	1.1	Standards-aligned personalized instruction	All	No			All Schools	Ongoing	\$1,387,135.00	\$83,335.00	\$1,470,470.00				\$1,470,470.00	
1	1.2	Interventions	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$919,866.00	\$1,050.00	\$920,916.00				\$920,916.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$8,033.00		\$8,033.00			\$8,033.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$687,768.00	\$0.00	\$687,768.00				\$687,768.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$37,500.00	\$0.00		\$37,500.00			\$37,500.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$243,709.00	\$0.00	\$227,409.00			\$16,300.00	\$243,709.00	
1	1.7	Teacher coaching and supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$113,788.00	\$0.00	\$113,788.00				\$113,788.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$32,300.00	\$15,000.00		\$47,300.00			\$47,300.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing								
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$112,431.00	\$7,544.00	\$119,975.00				\$119,975.00	
2	2.4	Student activities	All	No			All Schools	Ongoing	\$36,500.00	\$467,778.00	\$504,278.00				\$504,278.00	

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
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$129,305.00	\$755,048.00	\$884,353.00				\$884,353.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$130,401.00	\$0.00	\$105,945.00	\$24,456.00			\$130,401.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,598,532	\$705,078	10.685%	0.000%	10.685%	\$1,154,679.00	0.000%	17.499 %	Total:	\$1,154,679.00
								LEA-wide Total:	\$1,154,679.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Interventions	Yes	LEA-wide	English Learners	All Schools	\$920,916.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools		
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,788.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,975.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,517,960.00	\$5,099,254.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No	\$2,895,697	\$1,470,470
1	1.2	Interventions	Yes	\$994,923	\$920,916
1	1.3	Teacher hiring and credentialing	No	\$12,056.00	\$8,033
1	1.4	Supports for students with disabilities	No	\$672,537.00	\$687,768
1	1.5	English learner instruction	Yes	\$37,500.00	\$23,825
1	1.6	Professional development	No	\$282,850.00	\$243,542
1	1.7	Teacher coaching and supervision	Yes	\$113,788.00	\$105,047
2	2.1	Family engagement in school policies and decision-making	No	\$47,300.00	\$24,042
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$119,975.00	\$117,304
2	2.4	Student activities	No	\$504,278.00	\$483,553

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Facilities maintenance and health & safety	No	\$718,834.00	\$884,353
2	2.6	Chronic absenteeism support	No	\$118,222.00	\$130,401

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$608,290	\$1,156,186.00	\$1,168,940.00	(\$12,754.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Interventions	Yes	\$884,923	\$920,916		
1	1.5	English learner instruction	Yes	\$37,500	\$2,5673		
1	1.7	Teacher coaching and supervision	Yes	\$113,788.00	\$105,047		
2	2.3	Social-emotional learning	Yes	\$119,975.00	\$117,304		

2024-25 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)
\$6,266,257	\$608,290		9.707%	\$1,168,940.00	0.000%	18.655%	\$0.00	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]).
 - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • 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.
 - 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).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
 - 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.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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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.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

LCAP - Watsonville Prep School

Section: IV. Topical
Item: E. LCAP - Watsonville Prep School
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Watsonville_Prep_School_20250606.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep

CDS Code: 447724803189092032

School Year: 2025-26

LEA contact information:

Ami Ortiz

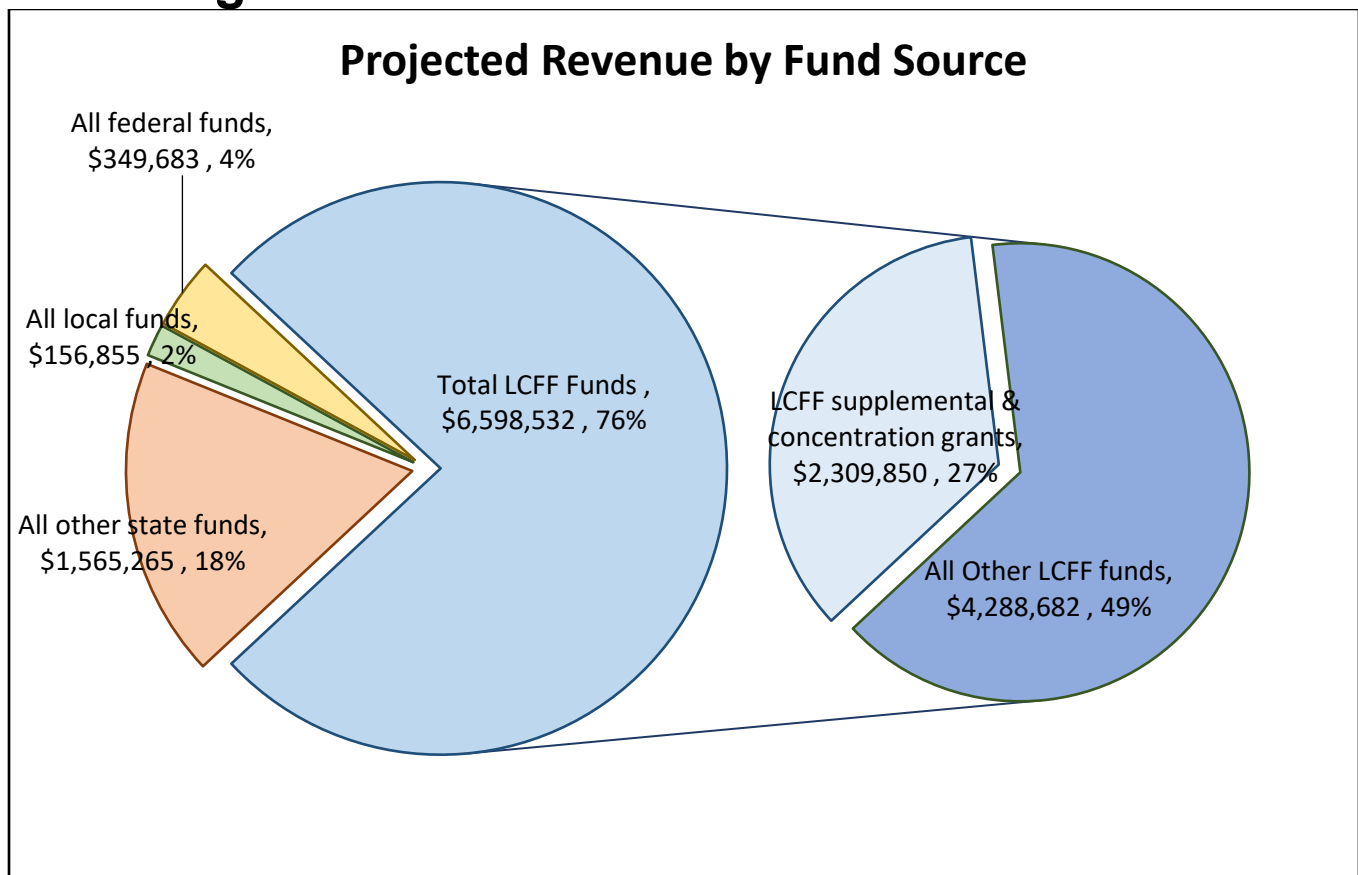
Director of Compliance & Operations

ami.ortiz@navigatorschools.org

831-217-4881

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

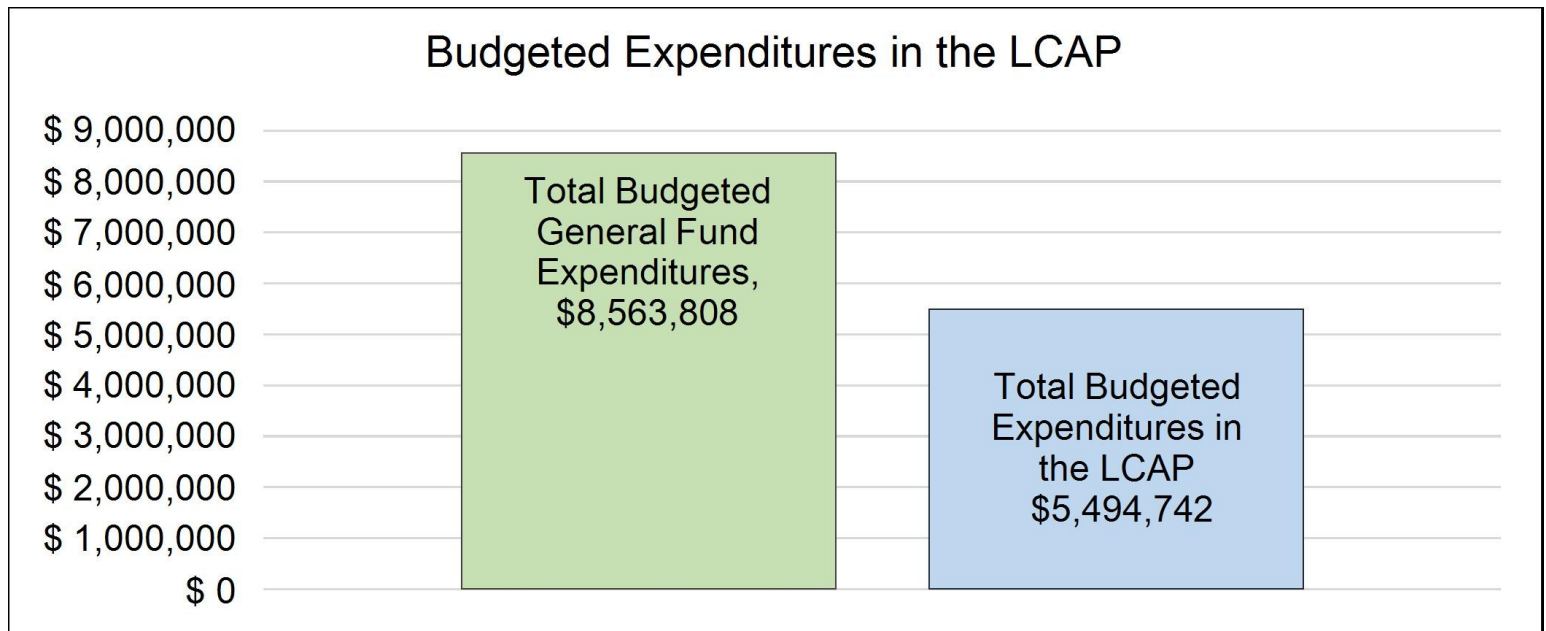
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Watsonville Prep is \$8,670,335, of which \$6,598,532 is Local Control Funding Formula (LCFF), \$1,565,265 is other state funds, \$156,855 is local funds, and \$349,683 is federal funds. Of the \$6,598,532 in LCFF Funds, \$2,309,850 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



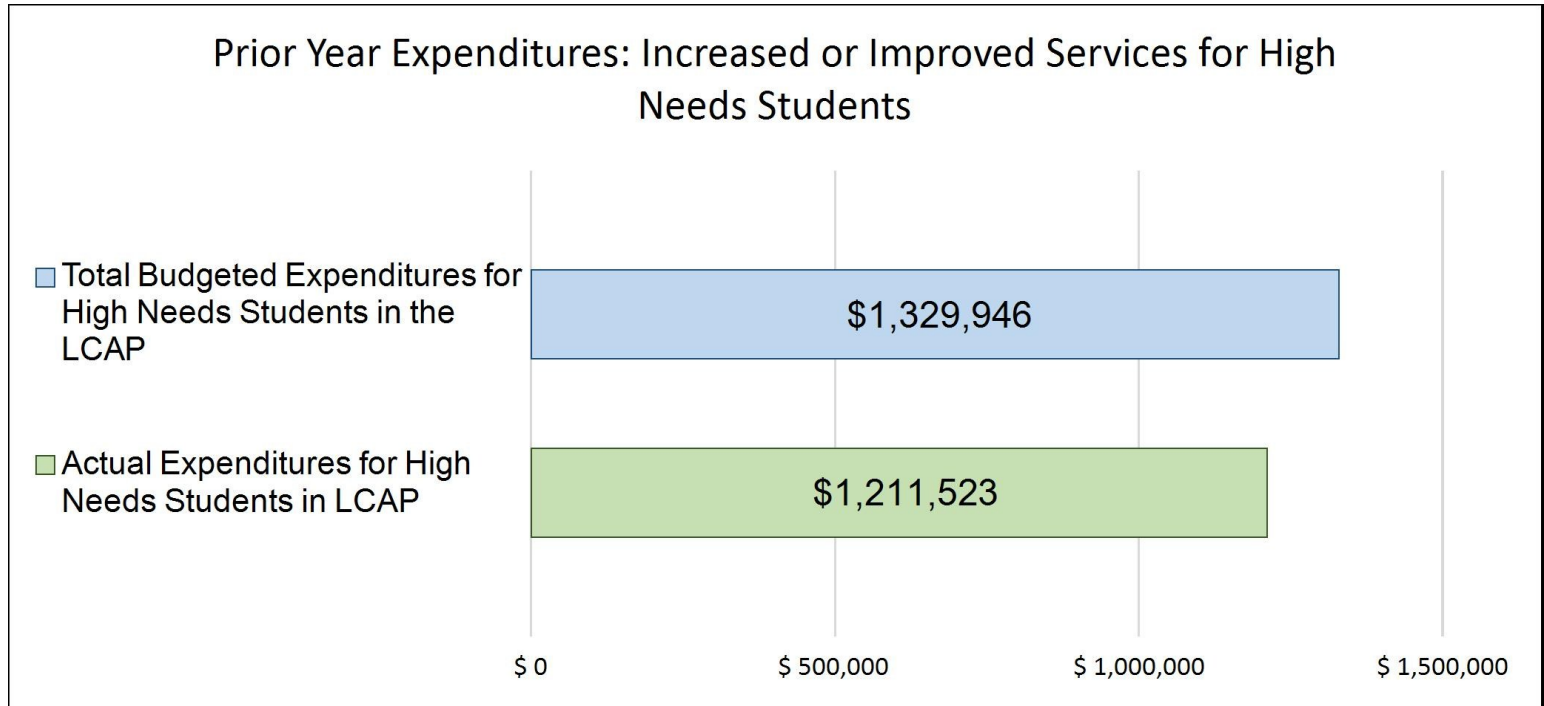
This chart provides a quick summary of how much Watsonville Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Watsonville Prep plans to spend \$8,563,808 for the 2025-26 school year. Of that amount, \$5,494,742 is tied to actions/services in the LCAP and \$3,069,066 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Watsonville Prep is projecting it will receive \$2,309,850 based on the enrollment of foster youth, English learner, and low-income students. Watsonville Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Watsonville Prep plans to spend \$1,171,761 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Watsonville Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Watsonville Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Watsonville Prep's LCAP budgeted \$1,329,946 for planned actions to increase or improve services for high needs students. Watsonville Prep actually spent \$1,211,523 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$118,423 had the following impact on Watsonville Prep's ability to increase or improve services for high needs students:

There was not an impact on Watsonville Prep's ability to increase or improve services for high needs students

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	Ami Ortiz Director of Compliance & Operations	ami.ortiz@navigatorschools.org 831-217-4881

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Watsonville Prep School (WPS) is a TK–7 independent public charter school located in Watsonville, California. Opened in 2019, WPS was established to provide a high-quality public school option rooted in academic excellence, equity, and community engagement. Since its founding, the school has remained committed to serving the diverse needs of Watsonville families through inclusive educational practices where students of all abilities learn together in a supportive, student-centered environment.

WPS continues to demonstrate strong academic growth. In Spring 2024, 48.10% of students met or exceeded standards in English Language Arts and 40.58% in Mathematics, showing significant gains from the previous year and outperforming students in many surrounding schools. These results reflect the school's emphasis on personalized instruction, data-informed teaching, and targeted academic supports designed to ensure every student is given the opportunity to reach their full potential. In addition to its academic program, Watsonville Prep offers a range of extracurricular opportunities, including visual and performing arts, athletics, and enrichment programs that foster creativity, collaboration, and student engagement beyond the classroom.

WPS currently serves over 460 students. The student population is 97.2% Hispanic or Latino, with 80.3% identified as socioeconomically disadvantaged, 56.0% as English language learners, and 11.7% receiving special education services. The educational backgrounds of WPS parents are diverse: 9.0% hold a graduate degree or higher, 15.0% have a college degree, 24.7% have some college or an associate degree, 32.2% hold a high school diploma, and 19.1% have not completed high school or did not provide a response. Watsonville itself is a city of approximately 52,000 residents, with a strong agricultural economy and a vibrant multicultural community that enriches the educational experience of WPS students.

WPS is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hollister Prep, and Hayward Collegiate.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for WPS, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and WPS will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Watsonville Prep, consultation with the local tribe and labor organizations was not applicable.

WPS does not receive Equity Multiplier funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2024 California School Dashboard reflects Watsonville Prep's continued commitment to academic growth and student well-being, with notable progress in several key areas. The school demonstrated strong gains in English Language Arts, with a 14.5-point increase schoolwide and significant subgroup growth, including English Learners, Hispanic, and Low-Income students—underscoring the impact of targeted instructional supports. In mathematics, Watsonville Prep moved from Orange to Yellow, with all student groups continuing to outperform the state average, supported by the rigorous implementation of Illustrative Math and expanded intervention time. While English Learner progress declined and was rated Red, the school has responded with focused actions including a new MLL curriculum and strengthened instructional strategies. In terms of school climate, the chronic absenteeism rate continued to decline across all student groups, despite a Dashboard color change from Yellow to Orange. Suspension rates remain low at 1.7%, well below the state average, though a slight increase has prompted continued investment in restorative practices such as Valor Circles. These results reflect both the school's areas of success and its proactive efforts to address emerging challenges.

English Language Arts (ELA): Watsonville Prep showed strong growth in ELA, with a 14.5-point increase schoolwide, maintaining its position in the Yellow category. Significant gains were also made across key student groups, including English Learners (+11.2 points), Hispanic students (+14.4 points), and Low-Income students (+14.2 points)—reflecting the effectiveness of targeted instructional supports and intervention strategies.

Mathematics: Mathematics: Watsonville Prep increased by 3.5 points, moving from the Orange to the Yellow category. While English Learners declined slightly (-3.4 points) and Hispanic and Low-Income students-maintained performance with Low-Income students holding a +2-point gain, all groups continue to outperform the state average. This progress reflects the school's ongoing implementation of the rigorous Illustrative Math curriculum and the expansion of targeted intervention time, designed to accelerate math achievement for all students.

English Learner Progress Indicator: English Learner Progress Indicator: Watsonville Prep saw a 24.8% decline in the percentage of English Learners making progress toward English language proficiency, with 28.6% demonstrating growth, resulting in a move to the Red category. In response, the school has launched a focused effort to improve outcomes for English Learners. Key actions include the adoption of a new Multilingual Learner (MLL) curriculum, increased professional development in effective MLL instructional strategies, and a commitment to supporting students' home languages while accelerating English acquisition. These targeted strategies are designed to strengthen language development and increase student progress in the coming year.

Chronic Absenteeism: Although Watsonville Prep's Dashboard rating shifted from Yellow in 2023 to Orange in 2024, the actual chronic absenteeism rate declined by 0.9 percentage points to 23.7%, with all student groups showing continued improvement. This downward trend reflects the effectiveness of the school's multi-tiered strategies, including targeted interventions and outreach efforts outlined in the LCAP. The addition of a full-time staff member dedicated to re-engaging chronically absent students has strengthened school-home connections and supported consistent attendance. Continued focus is needed to further reduce chronic absenteeism and sustain positive momentum.

Suspension: Slight increase of 0.7%, bringing the overall suspension rate to 1.7%, resulting in a move from the Yellow to Orange category. Despite this shift, the school's suspension rate remains significantly lower than the state average of 3.2%. Suspension rates increased slightly across key student groups—English Learners (+1%), Hispanic students (+0.8%), and Low-Income students (+0.8%)—while Students

with Disabilities saw a small decrease (-0.2%). In response, the school remains committed to implementing proactive, restorative practices such as Valor Circles, which prioritize mental health, relationship-building, and interpersonal communication. These strategies are designed to foster a positive, inclusive school climate and are expected to support a reduction in suspensions over time.

Lowest Performing Student Groups

The 2023 CA Dashboard contains no red indicators schoolwide or student group.

Learning Recovery and Emergency Block Grant

Watsonville Prep does not have any unexpended LREGB funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Watsonville Prep is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025.</p> <p>A staff survey was administered in February 2025, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p>

Educational Partner(s)	Process for Engagement
	In November 2024 and January 2025, 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 2025 and Parent Advisory Council meetings (called "Family Community Meetings"), including one in March 2025. 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 2025 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.

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

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Navigator Schools is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students can thrive in "high school, college, and beyond." Navigator Schools will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. Watsonville Prep scored yellow on English Language Arts progress and orange in Mathematics progress. English Learner progress was also yellow. For this reason, we will be implementing both small group instruction in mathematics as well as small group tiered English language development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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%	All Students: 48.1% English Learners: 28.2% Low Income: 47.3% SWD: 3.1%		All Students: 46.4% English Learners: 38.2% Low Income: 44.7%	All Students: +9.7% English Learners: -2% Low Income: +10.6% SWD: -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2022-23 SBAC caaspp-elpac.ets.org)	Hispanic: 48.3% (Source: 2023-24 SBAC caaspp-elpac.ets.org)		Students with Disabilities: 13% Hispanic: 45.9% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	Hispanic: 10.4%
1.2	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: 40.6% English Learners: 25.6% Low Income: 38.9% SWD: 9.4% Hispanic: 40.2% (Source: 2023-24 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)	All Students: +6.9% English Learners: -3.4% Low Income: +5.1% SWD: +9.4% Hispanic: +6.5%
1.3	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: 25% English Learners: 6.5% Low Income: 25.5% SWD: 0% Hispanic: 25.4% (LEA average & all significant subgroups; Source: 2023-24 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)	All Students: +3.81% English Learners: -9.63% Low Income: -6.32% SWD: NA Hispanic: -3.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	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/)	28.6% Making Progress on English language proficiency (Data Year: 2023-2024) % students reclassified fluent English proficient: 22.0% (Data Year: 2024-2025)		% 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/)	-24.8% Making Progress on English language proficiency % students reclassified fluent English proficient: +11%
1.5	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.6	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.7	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.9	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)	100% (Data Year: 2024-2025)		100% (Source: Student Information System)	Maintained
1.11	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: 9.00 (56%) Out-of-Field: 0.00 (0%) Intern: 1.00 (5.50%) Ineffective: 8.00 (44.50%) Incomplete: 0.00 (0%) (Data Year: 2024-2025)		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)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% 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% (Data Year: 2024-2025)		100% (Source: Internal candidate tracking system)	Maintained
1.13	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.14	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)	89.10%		80% (Source: Internal PD surveys)	N/A

Goal Analysis [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.

During the 2024–25 school year, Watsonville Prep has demonstrated steady progress toward achieving Goal 1, which centers on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in math, humanities, and science with no substantive difference in planned actions and actual implementation of actions.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching

These three actions form the foundation of our instructional model, which integrates rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. Students have demonstrated growth on both formative and summative assessments, supported by strong Tier 1 instruction, MTSS-aligned interventions, and personalized small group instruction. Multilingual Learners benefit

from integrated ELD strategies and ongoing data-driven planning. Adaptive online tools and real-time coaching help teachers refine instruction, while a dedicated support team ensures alignment with student needs and federal funding requirements.

Action 1.3 Teacher hiring and credentialing: Watsonville Prep implemented a rigorous, multi-step hiring process that included application screening, interviews, performance tasks, and reference checks to ensure the selection of high-quality, mission-aligned teachers.

Action 1.4 Supports for Students with Disabilities: Services focus on small group and personalized instruction aligned to each student's learning goals, ensuring access to grade-level content and meaningful academic progress through a push in pull out model.

Action 1.5 English Learner Instruction: ELD Lead supported program implementation, ensures alignment to ELD standards, and oversees regular benchmark assessments to track student progress. Long-Term English Learners (LTELs) are designated as focus students and receive targeted support with weekly progress monitoring.

Action 1.7 Professional Development: Robust and ongoing professional development supports high-quality instruction and student-centered learning. Teachers engage in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. Regular PLCs, personalized growth goals, and technology integration ensure PD remains responsive and directly connected to classroom practice.

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

Actions 1.1, 1.2, 1.4, and 1.6 we all under budget due to vacant positions during the year, including a vice principal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Watsonville Prep's 2024 CA Dashboard results reflect the overall effectiveness of key instructional actions. In ELA, a 14.5-point schoolwide gain—alongside subgroup growth for English Learners (+11.2), Hispanic (+14.4), and Low-Income students (+14.2)—demonstrates the success of Actions 1.1, 1.2, and 1.7, which emphasize rigorous instruction, targeted interventions, and weekly coaching. Math scores improved by 3.5 points, moving from Orange to Yellow, supported by continued implementation of Illustrative Math and expanded intervention time.

Instructional leadership and teacher capacity have been strengthened through the addition of a Curriculum Coordinator and STEM/Humanities TOSAs, enhancing coaching aligned to Action 1.7. Weekly coaching and trend-based PD ensure responsive, high-quality instruction. High standards in teacher hiring (Action 1.3) and supports for Students with Disabilities (Action 1.4) have also contributed to positive outcomes. However, English Learner progress declined by 24.8%, prompting a strengthened focus under Action 1.5. A new MLL curriculum, increased ELD PD, and weekly progress monitoring for LTELs are now in place, led by the MLL Coordinator. These responsive adjustments aim to accelerate language acquisition and improve outcomes moving forward.

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.

The school is currently piloting new ELA curricula in preparation for full adoption in the 2025–26 school year. Following five months of classroom piloting and positive student outcomes on progress monitoring assessments, the leadership team—working in consultation with key stakeholders—selected Bookworms for Kindergarten through 5th grade and Amplify CKLA for 6th through 8th grade. These curricula will be implemented schoolwide beginning in 2025–26. No other changes were made to Goal 1, as the current actions continue to align with the school’s instructional priorities and demonstrated areas of growth.

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
1.1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit) - This activity is partially funded by Title III; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review. Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$1,479,552.00	No
1.2	Interventions	<ul style="list-style-type: none"> Use of online learning programs for specialized supports MTSS program and Student Support Team: Identification and support for struggling students Early intervention plans 	\$963,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 		
1.3	Teacher hiring and credentialing	<ul style="list-style-type: none"> • All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. • All teachers will hold an appropriate California teaching credential for their assignment 	\$12,056.00	No
1.4	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	\$699,793.00	No
1.5	English learner instruction	<p>-ELD Lead who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <ul style="list-style-type: none"> • 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 	\$37,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> All Long Term English Learners (LTEL) are teacher focus students. <p>LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>		
1.6	Professional development	<ul style="list-style-type: none"> 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 <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>	\$232,911.00	No
1.7	Teacher coaching and supervision	<ul style="list-style-type: none"> Weekly one-on-one instructional coaching meetings Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) 	\$101,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Practice with the coach before launching with skill Cyclical process of observation, follow-up and observation 		

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, as illustrated on the CA state dashboard, chronic absenteeism (24.3%), trauma related behavior, and suspension rates are areas of growth for our schools. A culture of excellence occurs when students feel connected to their school community and supported to reach their full potential. The power of a staff of mission-aligned educators is crucial to a positive and successful school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data not available at this time		70% of parents answer a 4 or 5 on 5-point scale	N/A
2.2	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	90% (Data Year: 2024-2025)		82% feel proud to belong to WPS most or all of the time, 84% agree that they felt safe	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEL Survey, Spring 2024)			at school (Source: Core SEL Survey, Spring survey)	
2.3	Suspension rate for all students and all numerically significant subgroups	<p>All Students: 1.0% English Learners: 0.8% Low Income: 1.2% Students with Disabilities: 4.9% Hispanic: 1.0%</p> <p>(Source: Californian Dashboard, 2023)</p>	<p>All Students: 1.7% English Learners: 1.8% Low Income: 1.9% SWD: 4.7% Hispanic: 1.7%</p> <p>(Source: Californian Dashboard, 2024)</p>		<p>All Students: <1.0% English Learners: <0.8% Low Income: <1.2% Students with Disabilities: <4.9% Hispanic: <1.0%</p> <p>(Source: Californian Dashboard)</p>	<p>All Students: +0.7% English Learners: +1% Low Income: +0.8% SWD: -0.2% Hispanic: +0.8%</p>
2.4	Expulsion Rate for all students and all numerically significant subgroups	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%</p> <p>(Source: Student Information System, Spring 2024)</p>	<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%</p> <p>(Data Year: 2024-2025)</p>		<p>All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%</p> <p>(Source: Student Information System)</p>	Maintained
2.5	Average Daily Attendance	<p>94.42%</p> <p>(Source: 23-24 P-2 report)</p>	<p>95.41% (Data Year: 2024-2025)</p>		<p>96%</p> <p>(Source: P-2 report)</p>	+0.99
2.6	Chronic Absence Rate for all students and all	All Students: 24.6%	All Students: 23.7%		All Students: <10%	All Students: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups	English Learners: 23.5% Low Income: 25.1% Students with Disabilities: 29.5% Hispanic: 24.9% (Source: California Dashboard, 2023)	English Learners: 20.8% Low Income: 24.1% SWD: 22.2% Hispanic: 24.1% (Source: California Dashboard, 2024)		English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% (Source: California Dashboard)	English Learners: -2.7% Low Income: -1% SWD: -7.3% Hispanic: -0.8%
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2024-2025)		0% (Source: Student Information System)	Maintained
2.8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	0 (Data Year: 2024-2025)		0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	Maintained
2.9	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)	93%		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)	+8%
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	95%		70% of parents answer a 4 or 5 on 5-point scale	95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(Source: Annual Parent Survey)	

Goal Analysis [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.

During the 2024–25 school year, Watsonville has demonstrated steady progress toward achieving Goal 2, which centers on creating a safe and affirming school culture with no substantive difference in planned actions and actual implementation of actions.

2.1 Family Engagement in school policies and decision making: Strengthened family involvement through board representation, stakeholder surveys, accessible communication via ParentSquare, and a variety of school events, supporting a more inclusive and connected school community.

2.2 Community Engagement Applied for a Community Schools Implementation Grant to expand wraparound services and establish partnerships that connect families with local social, health, and educational resources.

2.3 Social emotional learning: Developed trust and connection through the Valor Compass Camp framework, daily morning huddles, and weekly SEL lessons using supplemental curriculum focused on emotional awareness and belonging.

2.4 Student Activities: Strengthened school culture through monthly PBIS celebrations, after-school programs, field trips, and cultural events supported by ELOP funding, promoting student engagement and a sense of belonging.

2.5 Facilities maintenance and health and safety: Maintained a safe, clean campus through school leaders' monthly walk-throughs and annual safety training led by external experts. The School Safety Plan is reviewed and updated annually by the School Site Council.

2.6 Chronic Absenteeism: Implemented a multi-tiered approach including site-based attendance specialists, focus student tracking, multilingual home visits, transportation support, and weekly attendance meetings. Improved attendance was celebrated through schoolwide recognition events, contributing to increased student engagement and presence.

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

Action 2.1 was under budget due to receiving one of the programs at no cost. Action 2. was under budget due to vacant positions during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions under Goal 2 has shown varying levels of effectiveness, with meaningful progress in key areas and identified opportunities for deeper impact.

Family engagement (Action 2.1) demonstrated emerging effectiveness, with improved communication systems and more inclusive events helping to increase participation. However, strengthening connections with underrepresented families remains a priority. Social-emotional learning (Action 2.3) and student activities (Action 2.4) supported a positive school climate through daily SEL huddles, weekly lessons, PBIS celebrations, and expanded enrichment. Although the suspension rate rose slightly by 0.7% to 1.7%, it remains well below the state average of 3.2%. Increases among English Learners (+1%), Hispanic (+0.8%), and Low-Income students (+0.8%) were offset by a slight decrease for Students with Disabilities (-0.2%). Restorative practices like Valor Circles continue to promote connection and wellness, with efforts expected to reduce suspensions over time.

Facilities and safety (Action 2.5) were consistently well-maintained through scheduled inspections, regular safety drills, and annual plan reviews—ensuring a safe physical environment for students and staff.

Community engagement (Action 2.2) is in its early stages, with promising partnerships beginning to form through the Community Schools Grant initiative, positioning the school for stronger community integration in future years.

Chronic Absenteeism (Action 2.6) was addressed through home visits, an attendance specialist, and recognition systems. Although the Dashboard rating moved from Yellow to Orange, the rate declined by 0.9 points to 23.7%, with all student groups improving. A full-time re-engagement staff member strengthened family partnerships and contributed to this progress. Continued targeted support is key to sustaining gains.

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.

No changes were made to Goal 2, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth.

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
2.1	Family engagement in school policies and decision-making	<ul style="list-style-type: none"> 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 	\$33,271.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Communication: ParentSquare (automatic translation to home language); school website maintenance and updates 		
2.2	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		No
2.3	Social-emotional learning	<ul style="list-style-type: none"> Use Valor Compass Camp framework for staff and students to foster an educational community of trust, belonging, and connection Use morning huddles for staff and students to foster SEL Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$126,962.00	Yes
2.4	Student activities	<ul style="list-style-type: none"> Monthly Get In celebrations based on PBIS PBIS store to incentivize positive behavior Field Trips After school programs and extracurricular activities utilizing ELOP funding Culture heritage and community celebrations 	\$460,755.00	No
2.5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community 	\$1,212,074.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 		
2.6	Chronic absenteeism support	<p>Watsonville Prep is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Yellow" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically Disadvantaged students)</p> <ul style="list-style-type: none"> • Attendance specialist • All chronically absent students become focus students and are assigned a school support staff (in partnership with attendance specialist). • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights • Transportation support on an as-needed basis (based on family needs) • Weekly attendance meetings with key school site stakeholders to track CAR data and action plan for CAR students • Attendance Celebrations for students below 10% 	\$134,924.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,309,850	\$284,954

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
35.006%	12.134%	\$967,147.00	47.140%

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 #	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	<p>Action: Interventions</p> <p>Need: Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure</p>	Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 1 Goal 1, Metric 2 Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action</p>

Goal and Action #	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
	<p>to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p> <p>Scope: LEA-wide</p>	<p>but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
1.5	<p>Action: English learner instruction</p> <p>Need: English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.</p> <p>Scope: LEA-wide</p>	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

Goal and Action #	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
1.7	<p>Action: Teacher coaching and supervision</p> <p>Need: Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p> <p>Scope: LEA-wide</p>	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
2.3	<p>Action: Social-emotional learning</p> <p>Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students</p>		

Goal and Action #	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
	<p>requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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

Watsonville Prep School will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Single LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single LEA

2025-26 Total Expenditures Table

LCAP Year	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 %)
Totals	\$6,598,532	\$2,309,850	35.006%	12.134%	47.140%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,964,742.00	\$518,400.00	\$0.00	\$11,600.00	\$5,494,742.00	\$3,976,371.00	\$1,518,371.00

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	1.1	Standards-aligned personalized instruction	All	No			All Schools	Ongoing	\$1,377,117.00	\$102,435.00	\$1,479,552.00				\$1,479,552.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$962,456.00	\$1,050.00	\$963,506.00				\$963,506.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$12,056.00	\$12,056.00				\$12,056.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$559,793.00	\$140,000.00	\$699,793.00				\$699,793.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$37,500.00	\$0.00	\$37,500.00				\$37,500.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$232,911.00	\$0.00	\$221,311.00			\$11,600.00	\$232,911.00	
1	1.7	Teacher coaching and supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$101,438.00	\$0.00	\$43,793.00	\$57,645.00			\$101,438.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$29,490.00	\$3,781.00	\$33,271.00				\$33,271.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing								
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$119,418.00	\$7,544.00	\$126,962.00				\$126,962.00	
2	2.4	Student activities	All	No			All Schools	Ongoing	\$36,500.00	\$424,255.00		\$460,755.00			\$460,755.00	

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
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$384,824.00	\$827,250.00	\$1,212,074.00				\$1,212,074.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$134,924.00	\$0.00	\$134,924.00				\$134,924.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,598,532	\$2,309,850	35.006%	12.134%	47.140%	\$1,171,761.00	0.000%	17.758 %	Total:	\$1,171,761.00
								LEA-wide Total:	\$1,171,761.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$963,506.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$37,500.00	
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,793.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,962.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,231,856.00	\$6,035,710.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No	\$2,898,797	\$1,479,552
1	1.2	Interventions	Yes	\$1,121,691	\$963,505
1	1.3	Teacher hiring and credentialing	No	\$12,056.00	\$11,194
1	1.4	Supports for students with disabilities	No	\$699,793.00	\$614,247
1	1.5	English learner instruction	Yes	\$37,500.00	\$25,673
1	1.6	Professional development	No	\$285,324.00	\$232,911
1	1.7	Teacher coaching and supervision	Yes	\$101,438.00	\$101.992
2	2.1	Family engagement in school policies and decision-making	No	\$46,839.00	\$21,271
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$126,962.00	\$120,353
2	2.4	Student activities	No	\$913,364.00	\$625,244

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Facilities maintenance and health & safety	No	\$1,885,238.00	\$1,818,735
2	2.6	Chronic absenteeism support	No	\$102,854.00	\$122,924

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,178,670	\$1,329,946.00	\$1,211,523.00	\$118,423.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Interventions	Yes	\$1,121,691	\$963,505		
1	1.5	English learner instruction	Yes	\$37,500.00	\$25,673		
1	1.7	Teacher coaching and supervision	Yes	\$43,793.00	\$101,992		
2	2.3	Social-emotional learning	Yes	\$126,962.00	\$120,353		

2024-25 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)
\$7,970,629	\$2,178,670		27.334%	\$1,211,523.00	0.000%	15.200%	\$967,147.00	12.134%

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]).
 - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • 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.
 - 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).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
 - 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.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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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.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

LCAP - Hayward Collegiate

Section: IV. Topical
Item: F. LCAP - Hayward Collegiate
Purpose: Vote
Submitted by:
Related Material:
2025_Local_Control_and_Accountability_Plan_Hayward_Collegiate_Charter_School_20250606.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Collegiate Charter

CDS Code: 01 10017 0138867

School Year: 2025-26

LEA contact information:

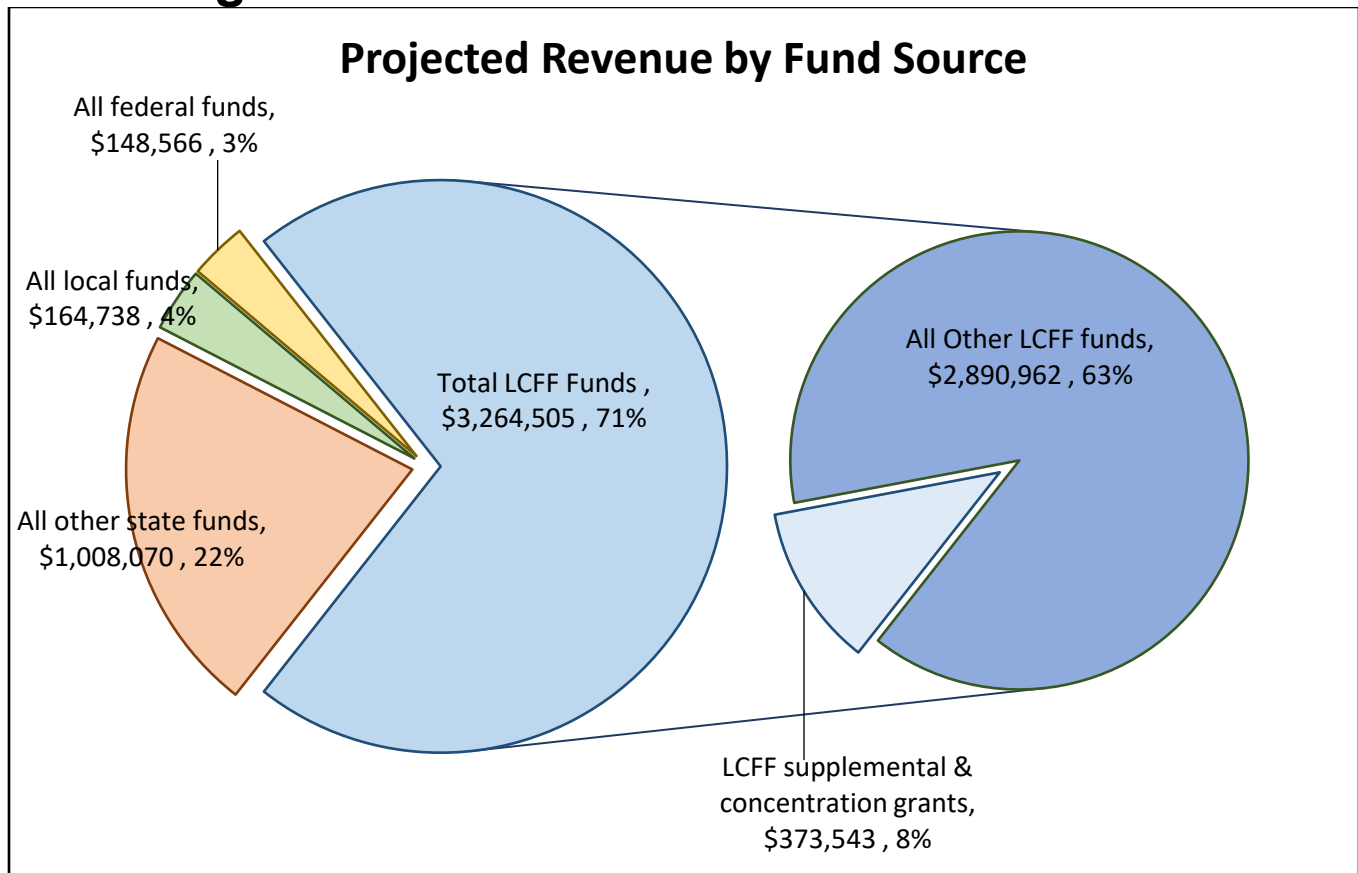
Ami Ortiz

Director of Compliance & Operations

831-217-4881

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

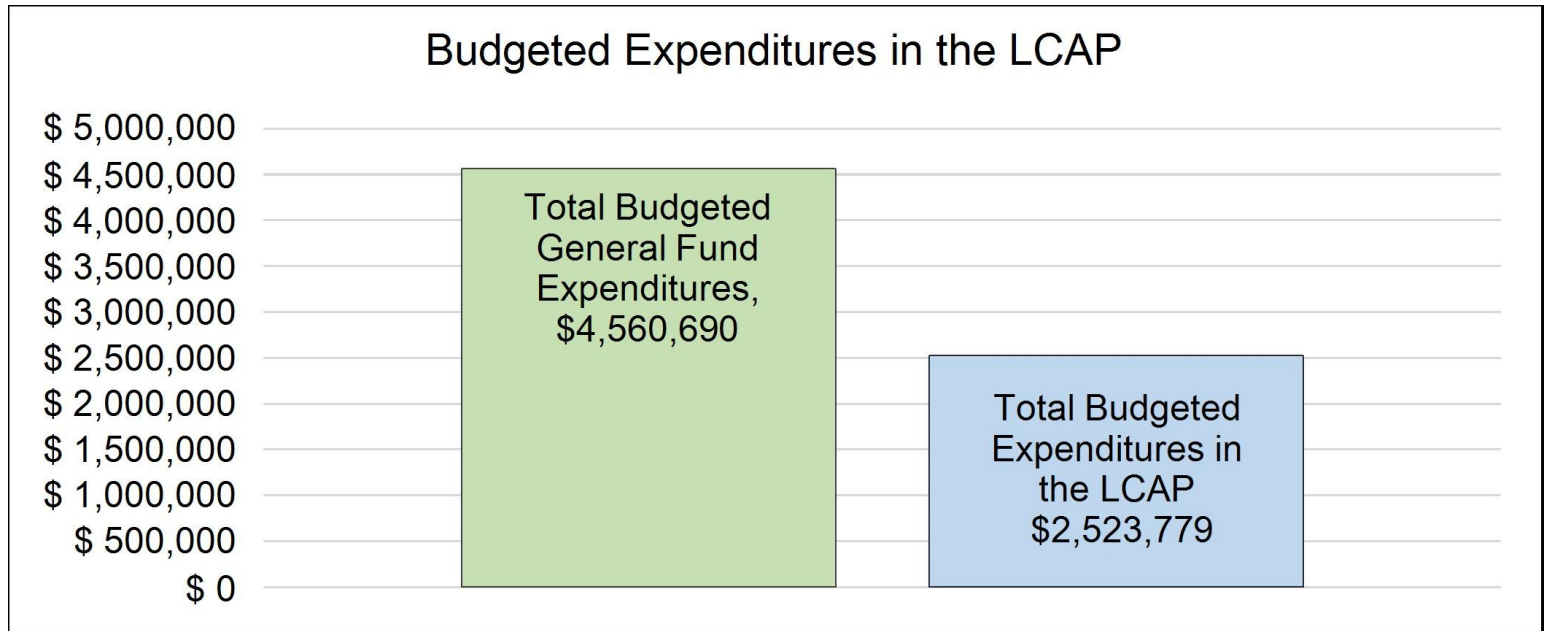
Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue Hayward Collegiate Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hayward Collegiate Charter is \$4,585,879, of which \$3,264,505 is Local Control Funding Formula (LCFF), \$1,008,070 is other state funds, \$164,738 is local funds, and \$148,566 is federal funds. Of the \$3,264,505 in LCFF Funds, \$373,543 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



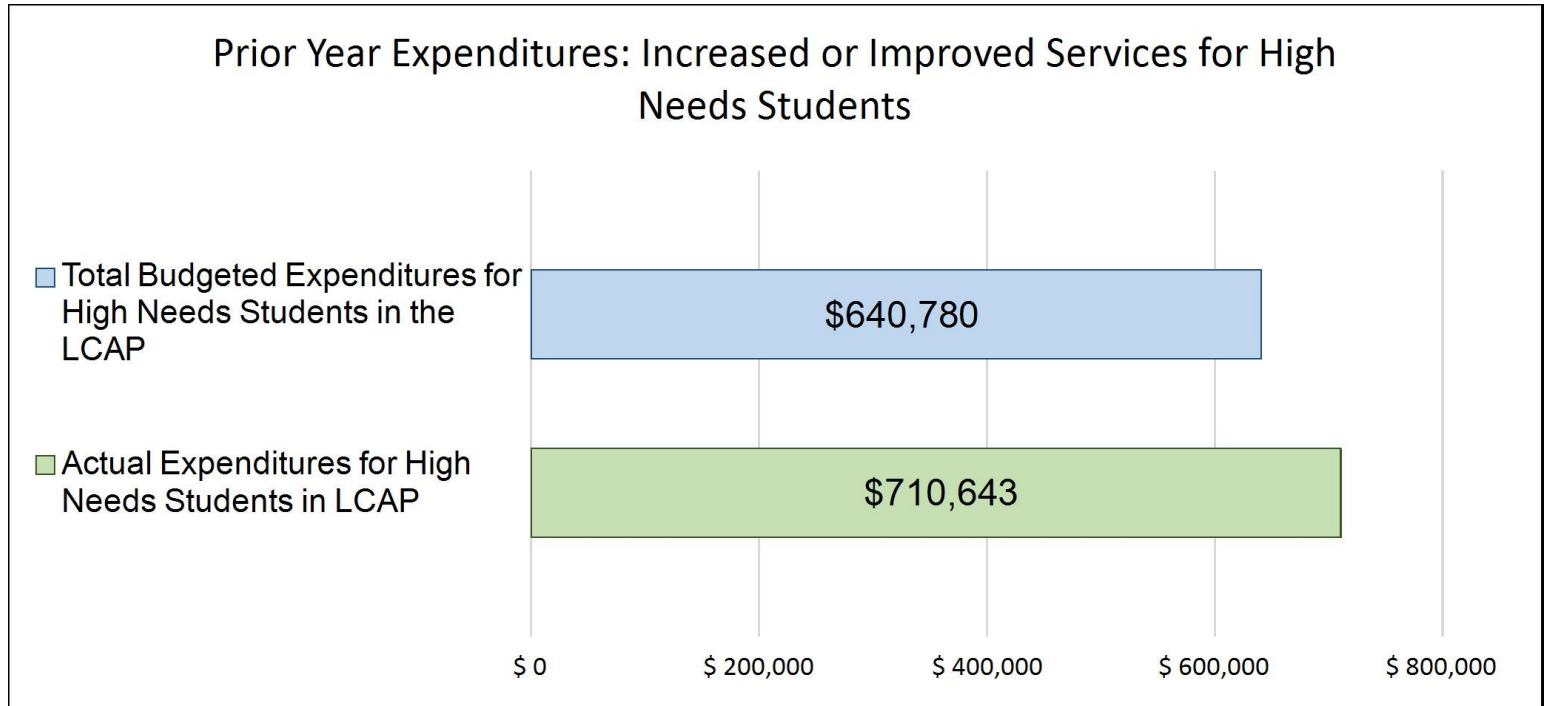
This chart provides a quick summary of how much Hayward Collegiate Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hayward Collegiate Charter plans to spend \$4,560,690 for the 2025-26 school year. Of that amount, \$2,523,779 is tied to actions/services in the LCAP and \$2,036,911 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hayward Collegiate Charter is projecting it will receive \$373,543 based on the enrollment of foster youth, English learner, and low-income students. Hayward Collegiate Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Hayward Collegiate Charter plans to spend \$710,643 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hayward Collegiate Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hayward Collegiate Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hayward Collegiate Charter's LCAP budgeted \$640,780 for planned actions to increase or improve services for high needs students. Hayward Collegiate Charter actually spent \$710,643 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$69,863 had the following impact on Hayward Collegiate Charter's ability to increase or improve services for high needs students:

There was not an impact on Hayward Collegiate Charter's ability to increase or improve services for high needs students

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	Ami Ortiz Director of Compliance & Operations	ami.ortiz@navigatorschools.org 831-217-4881

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2024, 63.21% of HCC students met or exceeded standard in English Language Arts and 56.60% 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 205 students with the following demographics: 60% Socioeconomically Disadvantaged, 27.3% English language learners, and 7.3% Students with Disabilities. HCC students are ethnically diverse: 68.3% Hispanic or Latino, 6.8% Asian, 7.8% Two or More Races, 5.9% Black or African-American, and 2.9% Native Hawaiian and Other Pacific Islander. HCC parents have varied education levels: 13.8% graduate degree or more, 25.6% college degree, 22.7% some college or associate's degree, 26.1% high school degree, and 11.8% no high school degree or did not answer. Hayward has a population of approximately 163,000, and is home to manufacturing, warehousing and distribution, high-technology, biotechnology, and food manufacturing companies and has also become home to commuters to Oakland, Silicon Valley, and San Jose.

HCC is managed by Navigator Schools (Navigator), which is a Charter Management Organization dedicated to providing high quality educational services to TK-8 students in the Central Coast and Bay Area regions of California. Navigator envisions a future where every student at our schools emerges as a confident, compassionate, and curious individual. Our aim is to cultivate learners who are not just academically proficient but are also socially responsible and globally aware. Navigator also operates Gilroy Prep, Hollister Prep, and Watsonville Prep.

In addition to serving as the required general planning document for the state, this Local Control Accountability Plan (LCAP) serves as the School Plan for Student Achievement (SPSA) for HCC, which is a Schoolwide Program for federal Title funding. The LCAP will effectively meet the ESSA Requirements and align them with other federal, state and local programs. The plans included in the LCAP address these requirements, compliant to include focusing on two goals: Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science; and HCC will create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff to equip learners and leaders in high school, college, and beyond, regardless of circumstances. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the Annual Update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals includes discussing the actions and services delivered using supplemental funds at the school level with the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of the School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as STAR, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. In consideration of the requirements of the SPSA, in the case of Hayward Collegiate, consultation with the local tribe and labor organizations was not applicable.

HCC does not receive Equity Multiplier funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Although Hayward Collegiate Charter did not have grade levels eligible for state testing prior to the pandemic, the school's post-pandemic growth provides a compelling and documented track record of academic and school climate success. In just a few years, Hayward Collegiate has demonstrated consistently strong performance across multiple indicators on the California School Dashboard—outperforming the state average in both English Language Arts and Mathematics, and maintaining a safe, engaging learning environment. Beyond academics, the school excels in climate measures, with a peaceful campus culture and low suspension rates despite the challenges facing students and families statewide. The data below highlight Hayward Collegiate's strengths in both academic achievement and student well-being.

2024 Dashboard Performance

English Language Arts (ELA): Maintained strong ELA performance in 2024, with a slight decline of -2.4 points and is in the “Green” category at +27.5 DFS outperforming the state average. Key student groups also continued to exceed state performance levels despite minor declines. Hispanic students declined by -10.7 points but held a “Green” category (+13.8 points DFS), and Low-Income students declined by -4.6 points with a “Green” category (+19 DFS). These results reflect a consistently high level of performance across student groups, with a continued focus on sustaining achievement and addressing areas of subgroup need.

Mathematics: Modest overall decline of -5 points in mathematics but are in “Green” category with performance at +13.7 points above standard, continuing to outperform the state average. Key student groups are in the “Green” category and exceeded state performance levels despite declines – Hispanic students -15.4 but remain +2.6 above standard and Low Income -11 but remain +2.6 above standard. These results reflect strong overall achievement in math and reinforce the school's ongoing efforts to support all student groups while addressing areas of needed improvement.

English Learner Progress: While the state did not assign a color category for English Learner Progress in 2024, Hayward Collegiate Charter reported a -15.7% decline, with 46.3% of English Learners making progress toward English language proficiency—slightly above the state average of 45.7%. Despite the decline, the school continues to perform above the state benchmark and is focused on strengthening supports for Multilingual Learners to accelerate growth in this area.

Chronic Absenteeism: Despite a slight increase of 1.9%, Hayward Collegiate Charter's chronic absenteeism rate remains significantly lower than the state average—11.8% compared to 18.6%. Although the state assigned an Orange rating, this does not fully reflect the school's relative success in maintaining strong attendance. Targeted interventions and outreach efforts outlined in the LCAP, along with the addition of a full-time staff member dedicated to re-engaging chronically absent students, have contributed to double-digit reductions among student groups and strengthened school-home connections.

Suspension: Hayward Collegiate Charter is in the “Yellow” category for suspension, with 0.9% of students suspended at least one day—well below the state average of 3.2%. This represents a slight schoolwide increase, including a 1.3% increase among Hispanic students, up from 0% the previous year. The school continues to implement proactive, restorative practices such as Valor Circles, which emphasize mental health, relationship-building, and interpersonal communication. These efforts are designed to foster a supportive school climate and are expected to help reduce suspension rates moving forward.

Lowest Performing Student Groups

The 2023 CA Dashboard for Hayward Collegiate contains no schoolwide or student groups with a red indicator.

Learning Recovery and Emergency Block Grant

Hayward Collegiate does not have any unexpended LREGB funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hayward Collegiate Charter is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 2025 meetings. Subsequent feedback was gathered at the weekly check-ins between the Principal and the Chief Academic Officer or Director of Schools.</p> <p>The Principal also gathered additional feedback and input from her educational leadership team, which included all Vice Principals. This occurred every Friday on site, and LCAP topics were discussed February - April, 2025.</p> <p>A staff survey was administered in February 2025, and results were reviewed in a disaggregated way to understand strengths, concerns, and areas of need for each group.</p> <p>The Principal led all-staff meetings each month, discussing or presenting on academic priorities, support for Multilingual Learners, assessment data, and SEL data, and gathering feedback and concerns which contributed to the development of the LCAP Goals and Actions.</p>

Educational Partner(s)	Process for Engagement
	In November 2024, and January and March 2025, 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 2025 and Parent Advisory Council (“Family Community Meetings”) meetings, including one in March 2025. 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 2025 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.

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

Goal #	Description	Type of Goal
1	Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science.	Broad Goal

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
1.1	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%	All Students: 63.2% English Learners: 50% Low Income: 56.2%		All Students: 75.6% English Learners: 63.0% Low Income: 78.3%	All Students: -4.4% English Learners: +15% Low Income: -14.1% Hispanic: -10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LEA average & all significant subgroups; Source: 2022-23 SBAC caaspp-elpac.ets.org)	Hispanic: 56.9% (LEA average & all significant subgroups; Source: 2023-24 SBAC caaspp-elpac.ets.org)		Hispanic: 72.6% (LEA average & all significant subgroups; LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	
1.2	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: 56.6% English Learners: 46.2% Low Income: 53.4% Hispanic: 51.4% (LEA average & all significant subgroups; Source: 2023-24 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)	All Students: -8.3% English Learners: -13.8% Low Income: -16.9% Hispanic: -13.2%
1.3	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: 52% English Learners: N/A Low Income: 56.2% Hispanic: 57.9% (LEA average & all significant subgroups; Source: 2023-24 SBAC caaspp-elpac.ets.org)		All Students: 40% English Learners: 40% Low Income: 40% Hispanic: 40% (LEA average & all significant subgroups; Source: Source: CAST assessment;	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					caaspp-elpac.ets.org)	
1.4	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: 46.3% (Data Year: 2023-2024) % students reclassified fluent English proficient: 29% (Data Year: 2024-2025)		% 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/)	% of students improving a level + maintaining Level 4: -15.7% % students reclassified fluent English proficient: +12.6%
1.5	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.6	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.8	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.9	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.10	% of students enrolled in a broad course of study	100% (Source: Student Information System, Spring 2024)	100% (Data Year: 2024-2025)		100% (Source: Student Information System)	Maintained
1.11	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: 4 (44.50%) Out-of-Field: 0.00 (0%) Intern: 1 (11%) Ineffective: 4 (44.50%) Incomplete: 0.00 (0%) (Data Year: 2024-2025)		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	Clear: 2.7% Out-of-Field +16.7% Intern -11.2%% Ineffective -16.7%% Incomplete +8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(Source: CA Commission on Teacher Credentialing, Spring 2027)	
1.12	% 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% (Data Year: 2024-2025)		100% (Source: Internal candidate tracking system)	Maintained
1.13	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% (Data Year: 2024-2025)		100% (Source: Internal curriculum checklist)	Maintained
1.14	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)	92.75%		80% (Source: Internal PD surveys)	N/A
1.15	Number of instances that classroom teachers receive coaching during the school year	20 times annually (Source: Internal coaching logs, April 2024)	20 (Data Year: 2024-2025)		20 times annually (Source: Internal coaching logs)	Maintained

Goal Analysis [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.

During the 2024–25 school year, Hayward Collegiate has demonstrated steady progress toward achieving Goal 1, which centers on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in math, humanities, and science with no substantive difference in planned actions and actual implementation of actions.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching

These three actions form the foundation of Hayward Collegiate's instructional model, which integrates rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. Students have demonstrated growth on both formative and summative assessments, supported by strong Tier 1 instruction, MTSS-aligned interventions, and personalized small group instruction. Multilingual Learners benefit from integrated ELD strategies and ongoing data-driven planning. Adaptive online tools and real-time coaching help teachers refine instruction, while a dedicated support team ensures alignment with student needs and federal funding requirements.

Action 1.3 Teacher hiring and credentialing: Hayward Collegiate implemented a rigorous, multi-step hiring process that included application screening, interviews, performance tasks, and reference checks to ensure the selection of high-quality, mission-aligned teachers.

Action 1.4 Supports for Students with Disabilities: Services focus on small group and personalized instruction aligned to each student's learning goals, ensuring access to grade-level content and meaningful academic progress through a push in pull out model.

Action 1.5 English Learner Instruction: ELD Lead supported program implementation, ensures alignment to ELD standards, and oversees regular benchmark assessments to track student progress. Long-Term English Learners (LTEs) are designated as focus students and receive targeted support with weekly progress monitoring.

Action 1.7 Professional Development: Robust and ongoing professional development supports high-quality instruction and student-centered learning. Teachers engage in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. Regular PLCs, personalized growth goals, and technology integration ensure PD remains responsive and directly connected to classroom practice.

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

Action 1.1 is under budget by \$720,510 due to not hiring a vice principal, having two teacher in training positions vacant for some of the year and curriculum was over budgeted. Action 1.4 is under budget by \$164,522 due to not filling full inclusion instructors positions as planned and not needing SPED contractors as forecasted. Action 1.54 is under budget by \$26,820 due to charging Hayward Collegiate less of a percent for the EL Coordinator than was planned. Action 1.6 is under budget by \$76,229 due to not hiring a vice principal and curriculum coordinator as planned. Action 1.7 is over budget by \$63,890 due to hiring a full time, rather than a part time, instructional coach.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Hayward Collegiate's 2024 CA Dashboard shows strong academic performance, with all student groups in the Green category for both ELA and Math—demonstrating the effectiveness of Actions 1.1, 1.2, and 1.7. These actions support a rigorous instructional model with weekly

coaching, data-driven interventions, and targeted support. The addition of a Curriculum Coordinator, TOSAs, and an MLL Coordinator has strengthened leadership and aligned PD to real-time needs.

ELA remained strong at +27.5 DFS (Green), with Hispanic (+13.8) and Low-Income (+19) students also maintaining Green despite minor declines. Math declined slightly (-5 points) but stayed Green at +13.7 DFS, with key subgroups still above standard. These results reflect the continued impact of high-quality instruction (Actions 1.1–1.3) and targeted interventions.

English Learner progress declined by -15.7%, though 46.3% made growth—slightly above the state average. Action 1.5 remains a priority, with focused support for LTELs, benchmark monitoring, and ELD-aligned strategies. Students with Disabilities continue to benefit from personalized instruction through Action 1.4. Overall, these coordinated efforts support sustained achievement and identify areas for continued growth.

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.

The school is currently piloting new ELA curricula in preparation for full adoption in the 2025–26 school year. Following five months of classroom piloting and positive student outcomes on progress monitoring assessments, the leadership team—working in consultation with key stakeholders—selected Bookworms for Kindergarten through 5th grade and Amplify CKLA for 6th through 8th grade. These curricula will be implemented schoolwide beginning in 2025–26. No other changes were made to Goal 1, as the current actions continue to align with the school’s instructional priorities and demonstrated areas of growth.

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
1.1	Standards-aligned personalized instruction	<ul style="list-style-type: none"> Standards-aligned benchmark assessments, Renaissance STAR 360 for Reading and Math Personalized instruction during Humanities and STEM blocks – adaptive online programs (RAZ Kids, Lexia, Reading Plus, ST Math, Aleks, IXL) and small group instruction curriculum materials (trade books, Reading Mastery, Common Lit) Core Curriculum: Illustrative Math, Open Science Ed, Mystery Science, TCI, Ready Common Core 	\$663,533.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Up-to-date standards-aligned instructional materials, evaluated by faculty 		
1.2	Interventions	<ul style="list-style-type: none"> Use of online learning programs for specialized supports MTSS program and Student Support Team: Identification and support for struggling students Early intervention plans Small group instruction support (This is funded by Title I and IV; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.) Intervention Coordinator Extended school day and school year Lower adult to student ratio in STEM and Humanities running small group instruction (SGI and teacher) 	\$550,194.00	Yes
1.3	Teacher hiring and credentialing	<ul style="list-style-type: none"> All instructional staff will go through a rigorous hiring process, which includes application screening, phone interview, panel interview, performance task and reference checks. All teachers will hold an appropriate California teaching credential for their assignment 	\$6,202.00	No
1.4	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	\$154,045.00	No
1.5	English learner instruction		\$10,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • MLL Coordinator who will monitor the instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards <p>-Teacher PD for MLL strategies on instruction, supporting academic English and culturally responsive teaching</p> <p>-All English Learners receive designated ELD instruction in small groups at their appropriate level</p> <p>-Explicit EL strategies in all classrooms including: Small group support, reading support groups, explicit vocabulary instruction, Total Body Response, use of the Thinking Maps, use of sentence stems</p> <p>-Data-analysis and coaching meetings with specific focus on ELD standards and students</p> <p>-All Long Term English Learners (LTEL) are teacher focus students. LTEL students receive daily ELD lessons based on the ELD standards at their level and are named as focus students for teachers and leadership team members- their data is closely monitored on a weekly basis and their progress and action plans are discussed at weekly coaching meetings</p> <p>These actions have been developed to address our California Dashboard indicator scores for English Learners (ELs) and Long Term English Learners (LTEL).</p>		
1.6	Professional development	<ul style="list-style-type: none"> • 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 	\$118,124.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Teachers develop Personalized Goals for targeted coaching and PD sessions <p>This action is partially funded by Title II; in compliance with these funds, this is an evidence-based practice in response to our comprehensive needs review.</p>		
1.7	Teacher coaching and supervision	<ul style="list-style-type: none"> Weekly one-on-one instructional coaching meetings Scope and sequence for coaching (Based off of Navigator Core 3 and Teach Like a Champion) Practice with the coach before launching with skill Cyclical process of observation, follow-up and observation 	\$94,078.00	Yes

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research has shown students learn better when they feel safe, supported, and engaged. Survey and focus group data has backed that up locally with families, scholars, and staff sharing campus culture plays a significant role in academic performance. Additionally, ensuring the school celebrates and is engaged with the greater Hayward community is a priority for our families and a crucial aspect of the school's culture and success. Finally, the power of a staff of mission-aligned educators is crucial to a positive and successful school culture. Students cannot focus on academics if they do not feel they are safe, supported, and affirmed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey: % indicating school provides resources to support family both inside and outside of the school day	Not previously measured	Data Not Available at this time		70% of parents answer a 4 or 5 on 5-point scale	N/A
2.2	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	96% (Data Year: 2024-2025)		94% agree that they felt safe at school, 71% feel proud to belong to HC most or all of	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Core SEL Survey, Spring 2024)			the time (Source: Core SEL Survey, Spring survey)	
2.3	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: 1.5% English Learners: 3.6% Low Income: 2% Hispanic: 2% (Source: California Dashboard, 2024)		All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: California Dashboard)	All Students: +1.5% English Learners: +3.6% Low Income: +2% Hispanic: +2%
2.4	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% (Data Year: 2024-2025)		All Students: 0% English Learner 0% Low Income: 0% Hispanic: 0% (Source: Student Information System)	0%
2.5	Average Daily Attendance	94.35% (Source: 23-24 P-2 report)	96.01% (Data Year: 2024-2025)		96% (Source: P-2 report)	+1.66%
2.6	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: 11.8% English Learners: 8.6% Low Income: 12.4% Hispanic: 13.5% (Source: California Dashboard, 2024)		All Students: <10% English Learners: <10% Low Income: <10% Hispanic: <10% (Source: California Dashboard)	All Students: +1.9% English Learners: -1.5% Low Income: +2.2% Hispanic: +3.1%
2.7	Middle school dropout rate	0%	0% (Data Year: 2024-2025)		0%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Student Information System, Spring 2024)			(Source: Student Information System)	
2.8	The number of instances where facilities do not meet the "good repair" standard.	0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough, Spring 2024)	0 (Data Year: 2024-2025)		0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	Maintained
2.9	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)	89% (Data Year: 2024-2025)		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)	-2%
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	87% (Data Year: 2024-2025)		70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	87%

Goal Analysis [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.

During the 2024–25 school year, Hayward Collegiate has demonstrated steady progress toward achieving Goal 2, which centers on creating a safe and affirming school culture with no substantive difference in planned actions and actual implementation of actions.

2.1 Family Engagement in school policies and decision making: Strengthened family involvement through board representation, stakeholder surveys, accessible communication via ParentSquare, and a variety of school events, supporting a more inclusive and connected school community.

2.2 Community Engagement Applied for a Community Schools Implementation Grant to expand wraparound services and establish partnerships that connect families with local social, health, and educational resources.

2.3 Social emotional learning: Developed trust and connection through the Valor Compass Camp framework, daily morning huddles, and weekly SEL lessons using supplemental curriculum focused on emotional awareness and belonging.

2.4 Student Activities: Strengthened school culture through monthly PBIS celebrations, after-school programs, field trips, and cultural events supported by ELOP funding, promoting student engagement and a sense of belonging.

2.5 Facilities maintenance and health and safety: Maintained a safe, clean campus through school leaders' monthly walk-throughs and annual safety training led by external experts. The School Safety Plan is reviewed and updated annually by the School Site Council.

2.6 Chronic Absenteeism: Implemented a multi-tiered approach including site-based attendance specialists, focus student tracking, multilingual home visits, transportation support, and weekly attendance meetings. Improved attendance was celebrated through schoolwide recognition events, contributing to increased student engagement and presence.

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

Action 2.1 Was under budget by \$30,611 due to two programs not being used and one program we received at no cost.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2: Create a safe and affirming school culture encouraging maximum engagement for scholars, families, and staff.

Family engagement (Action 2.1) showed emerging effectiveness through improved communication and inclusive school events, though building deeper connections with underrepresented families remains a priority. Social-emotional learning (Action 2.3) and student activities (Action 2.4) contributed to a positive school climate, supported by daily SEL huddles, weekly lessons, PBIS celebrations, and enrichment opportunities. Hayward Collegiate is in the Yellow category for suspensions, with just 0.9% of students suspended—well below the state average of 3.2%. This includes a slight schoolwide increase and a 1.3% rise among Hispanic students. In response, the school continues to implement restorative practices such as Valor Circles, which center mental health and relationship-building. These efforts are designed to further reduce suspensions and promote a safe, inclusive learning environment

Facilities and safety (Action 2.5) were consistently maintained through regular inspections, safety drills, and annual plan reviews. Community engagement (Action 2.2) is in early stages, with new partnerships forming under the Community Schools Grant initiative.

Chronic absenteeism (Action 2.6) was addressed through a multi-tiered approach including home visits, attendance specialists, and recognition systems. While the overall rate remains below the state average, it rose 1.9% to 11.9% schoolwide, with subgroup increases

among Hispanic (3.1%) and Low-Income (2.2%) students. Encouragingly, Multilingual Learners showed a 3.2% decrease, signaling success in targeted strategies.

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.

No changes were made to Goal 2, as the current actions continue to align with the school's instructional priorities and demonstrated areas of growth.

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
2.1	Family engagement in school policies and decision-making	<ul style="list-style-type: none"> 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 	\$14,213.00	No
2.2	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		No

Action #	Title	Description	Total Funds	Contributing
2.3	Social-emotional learning	<ul style="list-style-type: none"> • Use morning huddles for staff and students to foster SEL • Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 	\$55,691.00	Yes
2.4	Student activities	<ul style="list-style-type: none"> • Monthly Get In celebrations based on PBIS • PBIS store to incentivize positive behavior • Field Trips • After school programs and extracurricular activities utilizing ELOP funding • Culture heritage and community celebrations 	\$310,232.00	No
2.5	Facilities maintenance and health & safety	<ul style="list-style-type: none"> • School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community • Annual training around school safety (fire, earthquake and lockdown drills). Training is provided by outside entity of former law enforcement and fire safety officials • Review and update school safety plan annually (managed by SSC) 	\$496,982.00	No
2.6	Chronic absenteeism support	<p>Hayward Collegiate is implementing the following actions to improve our Dashboard indicator scores for Chronic Absenteeism (currently "Orange" on the CA State Dashboard for English Learners, Hispanic students, and Socioeconomically Disadvantaged students)</p> <ul style="list-style-type: none"> • All chronically absent students become focus students and are assigned a school support staff • Home visits, which include staff members that speak the CAR student's home language • Multilingual family engagement and education nights 	\$49,805.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none">• 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%		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$373,543	\$13,847

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
11.443%	0.000%	\$0.00	11.443%

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 #	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	<p>Action: Interventions</p> <p>Need: Low-income students - Low income students at Navigator enter with less academic preparation and thus have learning gaps compared to their non-low income peers.</p> <p>English learners - Our English learner population receives significantly less exposure</p>	Each of our subgroups experience learning gaps for different reasons. This is manifest in lower test scores on our internal measures as well as state assessments. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 1 Goal 1, Metric 2 Goal 1, Metric 3 <p>We will closely track academic outcomes for low-income, English Learner, and foster youth subgroups to determine if the activities in this action</p>

Goal and Action #	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
	<p>to the English language in their homes. For this reason, all domains of English (speaking, reading, listening, writing) will require additional time and instruction.</p> <p>Foster youth - Our foster youth population has experienced less stability in their home lives than other populations of students. This often leads to attending many different schools and less continuity in their schooling.</p> <p>Scope: LEA-wide</p>	<p>but struggle with reading. For that reason, two students of different subgroups could benefit from the same interventions.</p>	<p>are sufficient to support high achievement. If we do not see progress towards our goals for these subgroups, we will need to adjust or change this action in future LCAP cycles.</p>
1.5	<p>Action: English learner instruction</p> <p>Need: English learners require additional language support to achieve at similar levels to students where English is the primary language in the home.</p> <p>Scope: LEA-wide</p>	<p>The ELD Lead will support instructional staff in the implementation of high-quality integrated and designated ELD. This requires a high level of coordination as students must be leveled by ability levels in English across classrooms and grade levels.</p> <p>Teachers also need specific training on instructional strategies identified in the actions above. These trainings will be provided during the Wednesday early release days and the ELD Lead will support the site administration in building capacity.</p> <p>Monthly, site leadership will review academic performance specifically for our EL population with the ELD Lead. Long-term English Learners will be a target population to ensure that these student continue to grow through the continuum of levels of the ELPAC,</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 1 • Goal 1, Metric 2 • Goal 1, Metric 3 • Goal 1, Metric 4 <p>Through each of these metrics, we will be able to closely track academic outcomes for English Learners. If the activities in this action are not sufficient to support high achievement, we will need to adjust in future LCAP cycles.</p>

Goal and Action #	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
1.7	<p>Action: Teacher coaching and supervision</p> <p>Need: Low income - Research shows that low-income students are exposed to a more limited vocabulary compared to their non-low income peers. Additionally, these students often are exposed to more traumatic home lives due to poverty.</p> <p>English Learners - English learner students often begin school with very little English. Staff requires specific strategies to support EL students.</p> <p>Foster Youth - This student population often requires trauma informed practices due to the hard circumstances that many of these children face.</p> <p>Scope: LEA-wide</p>	Instructional and administrative staff face unique challenges with today's student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
2.3	<p>Action: Social-emotional learning</p> <p>Need: Low Income - This student population often experiences various trauma in their upbringing associated with living in poverty.</p> <p>English Learners - English Learners may be first generation immigrants or living with parents who are. This population of students</p>	<p>All staff participate in Valor circles with their grade level assignments. As such, all students and staff engage together weekly. It is most practical to provide this training and coaching for the entire staff.</p> <p>Supplementary curriculum such as Second Step is also provided by all instructional staff to all students during class time.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> Goal 2, Metric 2 Goal 2, Metric 3 Goal 2, Metric 4 Goal 2, Metric 7 <p>The primary metric we will focus on to determine effectiveness of this action will be Goal 2, Metric 2, which measures how safe</p>

Goal and Action #	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
	<p>requires additional support to navigate associated social and emotional experiences.</p> <p>Foster Youth - Social emotional learning will help our foster youth population face the difficulties of being raised by non-biological families.</p> <p>Scope: LEA-wide</p>		<p>and connected our students feel to school. We will also monitor suspensions, expulsions, and drop-outs to determine whether our SEL program is supporting our highest-need groups. If these metrics are off target, we will look to adjust or change these activities in future LCAP cycles.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable. IIS has been determined through expenditure of LCFF funds.

Additional Concentration Grant Funding

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

Hayward Collegiate Charter will use the concentration funding to increase the hourly rate of the Small Group Instructors in order to maintain staffing levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Single School LEA

2025-26 Total Expenditures Table

LCAP Year	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 %)
Totals	\$3,264,505	\$373,543	11.443%	0.000%	11.443%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,518,479.00	\$0.00	\$0.00	\$5,300.00	\$2,523,779.00	\$1,579,059.00	\$944,720.00

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	1.1	Standards-aligned personalized instruction	All	No			All Schools	Ongoing	\$488,703.00	\$174,830.00	\$663,533.00				\$663,533.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$518,555.00	\$31,639.00	\$550,194.00				\$550,194.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$6,202.00	\$0.00	\$6,202.00				\$6,202.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$154,045.00	\$0.00	\$154,045.00				\$154,045.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$10,680.00	\$0.00	\$10,680.00				\$10,680.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$118,124.00	\$0.00	\$112,824.00			\$5,300.00	\$118,124.00	
1	1.7	Teacher coaching and supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$94,078.00	\$0.00	\$94,078.00				\$94,078.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$12,566.00	\$1,647.00	\$14,213.00				\$14,213.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing								
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$48,147.00	\$7,544.00	\$55,691.00				\$55,691.00	
2	2.4	Student activities	All	No			All Schools	Ongoing	\$66,613.00	\$243,619.00	\$310,232.00				\$310,232.00	

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
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$11,541.00	\$485,441.00	\$496,982.00				\$496,982.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$49,805.00	\$0.00	\$49,805.00				\$49,805.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,264,505	\$373,543	11.443%	0.000%	11.443%	\$710,643.00	0.000%	21.769 %	Total:	\$710,643.00
								LEA-wide Total:	\$710,643.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,194.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$10,680.00	
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,078.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,691.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,415,246.00	\$2,456,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No	\$1,384,043.00	\$663,533
1	1.2	Interventions	Yes	\$506,474.00	\$550,194
1	1.3	Teacher hiring and credentialing	No	\$12,056.00	\$6,202
1	1.4	Supports for students with disabilities	No	\$318,567.00	\$154,045
1	1.5	English learner instruction	Yes	\$37,500.00	\$10,680
1	1.6	Professional development	No	\$194,353.00	\$118,124
1	1.7	Teacher coaching and supervision	Yes	\$30,188.00	\$94,078
2	2.1	Family engagement in school policies and decision-making	No	\$38,541.00	\$7,930
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$66,618.00	\$55,691
2	2.4	Student activities	No	\$280,119.00	\$310,232

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Facilities maintenance and health & safety	No	\$496,982.00	\$438,072
2	2.6	Chronic absenteeism support	No	\$49,805.00	\$47,457

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$348,072	\$640,780.00	\$710,643.00	(\$69,863.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Interventions	Yes	\$506,474.00	\$550,194		
1	1.5	English learner instruction	Yes	\$37,500.00	\$10,680		
1	1.7	Teacher coaching and supervision	Yes	\$30,188.00	\$94,078		
2	2.3	Social-emotional learning	Yes	\$66,618.00	\$55,691		

2024-25 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)
\$3,055,463	\$348,072		11.392%	\$710,643.00	0.000%	23.258%	\$0.00	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]).
 - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • 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.
 - 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).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
 - 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.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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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.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

2025-26 Local Control and Accountability Plan for Hayward Collegiate Charter

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

Declarations of Need (DON)

Section:	IV. Topical
Item:	G. Declarations of Need (DON)
Purpose:	Vote
Submitted by:	
Related Material:	Declaration of Need Memo (06.09.25).pdf GPS DON 2025-2026 (06.09.25).pdf HPS DON 2025-2026 (06.09.25).pdf WPS DON 2025-2026 (06.09.25).pdf HC DON 2025-2026 (06.09.25).pdf



Date: June 09, 2025

To: Board of Directors

From: Melissa Alatorre Alnas, Director of Talent

Re: Commission on Teacher Credentialing - Declaration of Need 2025-2026

Recommendation

It is recommended that the Board approve the adoption of a Declaration of Need for Gilroy Prep School, Watsonville Prep School, Hollister Prep School, and Hayward Collegiate.

Background

Mandated by the Commission on Teacher Credentialing (CTC), the Declaration of Need (DON) is an annual document required as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by the California Code of Regulations §80026. Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regimen as non-charter public schools. As of January 1, 2020, these pieces of legislation went into effect, and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization.

Emergency and limited assignment permits include Provisional Internship Permits (PIP), Short-Term Staff Permits (STSP), Emergency Cross-cultural, Language and Academic Development (CLAD) permits, General Education Limited Assignment Teaching Permit (GELAP), and Variable Term Waivers (VTW). These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Impact

There is no cost in the issuance of the DON.

Organizational Health

With a DON in place at the CTC, Navigator Schools can hire mission-fit qualified individuals based on emergency permits while they work toward completing their credentialing requirements for the appropriate credential.

2025/26 School Year Emergency Permits

Gilroy Prep School	Watsonville Prep School	Hayward Collegiate	Hollister Prep School
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2 CLAD Permits 1 STSP	2 PIPs 1 CLAD	N/A	2 STSPs
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Summary

Mandated by the Commission on Teacher Credentialing, charter schools are required to submit a Declaration of Need on an annual basis as a prerequisite to the issuance of emergency permits. Emergency Permits will allow qualified individuals to be legally authorized to serve in their teaching assignments while they work toward completing their credential requirements.

Attachments:

- Declaration of Need for Fully Qualified Educators Forms, 06/2025 update
 - Gilroy Prep School
 - Watsonville Prep School
 - Hayward Collegiate
 - Hollister Prep School

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

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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

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

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

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

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

Name of County	County CDS Code
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Name of State Agency

Name of NPS/NPA	County of Location
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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

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

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

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

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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

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

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

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

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

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

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

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

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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

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

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

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

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

[illegible]

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

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► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

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Single Subject	
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TOTAL	

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

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

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If no, explain. _____

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

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

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

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

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

Coversheet

Re-Election of Board Members

Section:	V. Governance
Item:	A. Re-Election of Board Members
Purpose:	Vote
Submitted by:	
Related Material:	Resolution - Re-Election of Board Members_BR 2025-6 (06.09.25).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2025-6)**

RE-ELECTION OF CHUCK DAGGS AND SHARA HEGDE
TO THE NAVIGATOR SCHOOLS BOARD OF DIRECTORS

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the re-election of Chuck Daggs and Shara Hegde to the Navigator Schools Board of Directors:

WHEREAS, Navigator Schools will seek to ensure that Board members represent a broad area of expertise and a broad cross-section of the school communities and the communities-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy; and

WHEREAS, each director shall hold office for two (2) years and until a successor director has been designated and qualified, for a total of three (3) terms of service.

NOW THEREFORE, it is:

RESOLVED, the Navigator Schools Board of Directors approves the re-election of Chuck Daggs for a third term, beginning July 1, 2025 and ending on June 30, 2027;

RESOLVED, the Navigator Schools Board of Directors approves the re-election of Shara Hegde for a third term, beginning July 1, 2025 and ending on June 30, 2027;

RESOLVED, that Shara Hegde is excused from service on Navigator committees from July 1, 2025 to December 31, 2025.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 9, 2025, held in Gilroy, Santa Clara County, California.

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

Signature of Secretary

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

Date

Coversheet

Re-Election of Board Officers

Section:	V. Governance
Item:	B. Re-Election of Board Officers
Purpose:	Vote
Submitted by:	
Related Material:	Resolution - Re-Election of Board Officers_BR 2025-7 (06.09.25).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2025-7)**

RE-ELECTION OF BOARD OFFICERS FOR 2024-2025

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools to approve the election of Board Officers for 2025-2026:

WHEREAS the Navigator Schools' Bylaws call for annual election of Board Officers, and

WHEREAS the Governance Committee discussed and recommended a slate of Board Officers for service for the 2025-2026 school year, as follows:

NOW THEREFORE, it is:

RESOLVED, the following persons are re-elected to the offices indicated until their successors shall be duly elected, unless they resign, are removed from office, or are otherwise disqualified from serving as an officer of this corporation, to take their respective offices immediately upon such appointment:

Board Chair – Nora Crivello
Vice Chair – Ian Connell
Treasurer – Noël Russell-Unterburger
Secretary – Tomislav Peraic

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 9, 2025, held in Gilroy, Santa Clara County, California.

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

Signature of Secretary

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

Date

Coversheet

Appointment of Board Members to the NSSC

Section: V. Governance
Item: C. Appointment of Board Members to the NSSC
Purpose: Vote
Submitted by:
Related Material:
Resolution - Appointment of NSSC Board Members_BR_2025-8 (06.09.25).pdf
Joe Lucente (06.09.25).pdf
Carl Cade (06.09.25).pdf

**NAVIGATOR BOARD OF DIRECTORS
BOARD RESOLUTION (BR 2025-8)**

**APPOINTMENT OF DIRECTORS TO THE NAVIGATOR SCHOOLS SUPPORT
CORPORATION BOARD OF DIRECTORS**

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools regarding the appointment of Directors to the Navigator Schools Support Corporation (the "NSSC") Board of Directors, as follows:

WHEREAS, the Board of Directors of Navigator Schools voted to create the NSSC on December 22, 2020;

WHEREAS, Navigator Schools seeks to ensure that the Board of Directors of the NSSC represent the interests Navigator Schools and support the mission of Navigator Schools;

WHEREAS, the Board of Directors of Navigator Schools thanks Alfred Morikang, Kevin Sved, Heather Parsons, and Patrick Walsh for their ongoing service;

WHEREAS, the Board of Directors of Navigator Schools thanks Kevin Sved for his willingness to continue service on the NSSC Board of Directors;

WHEREAS, the Board of Directors of Navigator Schools thanks Carl Cade and Joe Lucente for their willingness to be of service on the NSSC Board of Directors; and

WHEREAS, the Board of Directors of Navigator Schools has the authority and responsibility to appoint the NSSC Board members and to set terms of service.

NOW THEREFORE, it is:

RESOLVED, that Alfred Morikang, Heather Parsons, and Patrick Walsh are thanked by the Board of Directors of Navigator Schools and shall conclude their service;

RESOLVED, that Kevin Sved is re-appointed to the Board of Directors of the NSSC, commencing on July 1, 2025, and absent resignation, shall hold office until removed or replaced by the Board of Directors of Navigator Schools.

RESOLVED, that Carl Cade and Joe Lucente are appointed to the Board of Directors of the NSSC, commencing on July 1, 2025, and shall hold office until removed or replaced by the Board of Directors of Navigator Schools.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting at which a quorum was present on June 9, 2025 at Gilroy, California. The Secretary of Navigator Schools certifies that this resolution was adopted as set forth above.

Secretary

Tomislav Peraic, General Counsel and
Board Secretary, Navigator Schools

Date

Joe Lucente

Founder of Fenton Avenue Charter School, MOB ExEd Corporation

www.fentoncharter.net

Joe Lucente is a pioneer in the charter school movement and recognized as one of the state's leading experts in charter school finance. In 1993, Joe led the conversion of one of the first conversion charter schools in California. Once considered one of the worst elementary schools in the Los Angeles Unified School District, Fenton Avenue Charter School became a California Distinguished School and a national model of a successful conversion charter school honored by the White House, U.S. Congress and California Legislature. A fearless warrior for charter school student equity and as past-President of the California Network of Educational Charters (CANEC), Joe was a driving force in the creation of the California Charter Schools Association (CCSA). Now retired from Fenton, Joe utilizes his 45 years of experience in both the private sector and public education by advising current charter school operators and serving on several boards of organizations benefiting charter school students. He is currently Chairman of the Board of CharterWorks, a new charter school service company providing quality services to Los Angeles area charter schools.

Contact

carltheocade@gmail.com

www.linkedin.com/in/carlcade
(LinkedIn)

Top Skills

Real Estate

Finance

Management

Languages

Spanish

Carl Cade

Vice President, Construction & Repositioning at Hudson Pacific Properties

San Francisco, California, United States

Summary

Strategic Asset Manager, Construction Professional and Developer with 18 years experience repositioning and monetizing large property portfolios by creating and executing property level business plans and portfolio-wide strategies.

Experience

Hudson Pacific Properties

Vice President, Construction & Repositioning

April 2020 - Present (5 years 3 months)

San Francisco, California, United States

Tribune Real Estate Holdings

Head of West Coast - Asset Management & Development

March 2014 - April 2020 (6 years 2 months)

Los Angeles

Led the west coast of hybrid private equity/development group applying a PE approach to an undervalued legacy portfolio. Responsible for full life cycle of investments including leasing, property management, structuring joint ventures, strategic acquisitions, entitlement, construction, and capital markets dispositions.

- Repositioned the 935,000 sf Los Angeles Times Square growing NOI while positioning the iconic asset for redevelopment 3 years out.
- Adapted the 300,000 sf former LA Times Orange County Printing Plant into a 600,000 sf (entitled) creative office campus and sold to institutional capital at a significant return.
- Ran the predevelopment and sale/disposition process of 2 large urban properties - Los Angeles Times Square (935,000 sf + 450 space garage) and Olympic Printing site (660,000 sf fully leased printing plant on 19 acres + 7 acre development site).

- Developing 222 West 2nd Street a 700,000 sf mixed-use tower above a new subway station.

LA Fire and Police Pensions

Commissioner

December 2013 - April 2015 (1 year 5 months)

Los Angeles

- Oversaw \$18.5 billion of pension fund investments including direct, comingled and publicly traded real estate assets as one of nine investment committee members.
- Co-chaired the emerging managers committee overseeing investments with smaller and newer managers.

GrowthPoint Structures

Sr. Vice President

October 2012 - February 2014 (1 year 5 months)

Los Angeles

Launched the institutional and schools business of this container building company creating a 4 year pipeline of projects from developer customers that build schools, housing and other institutional projects.

Revolution Foods

Regional Vice President - Southern California

April 2011 - September 2012 (1 year 6 months)

Los Angeles

Managed and grew the Southern California division to profitability in a successful venture-backed startup. Responsible for full P&L of this 100-employee division.

Westfield

3 years 10 months

Development Manager

November 2008 - April 2011 (2 years 6 months)

Los Angeles

Led the entitlement of major mixed-use developments and repositioning of underperforming mall properties.

- As part of a three developer team secured entitlements of the 1 million sf expansion of Westfield Century City.

- Cofounded a team to reposition underperforming malls, achieving 10-12% returns on \$90 million of investment in 18 projects across 4 states.

Management Associate

July 2007 - November 2008 (1 year 5 months)

Los Angeles

As part of the highly competitive Management Associate program, imbedded in four major departments including the Finance, Strategy & Market Research, Property Management and Development groups.

- Underwrote the portfolio-wide revaluation of 55 US malls.

The Olson Company

Summer Associate

May 2006 - August 2006 (4 months)

Orange County, California Area

Worked on acquisition and entitlement of 80-200 home infill development projects in LA and Orange County.

- Developed a tool to dynamically forecast debt and equity needs across a 100-project pipeline.

California Charter Schools Association

Director - Lending and Real Estate Platforms

July 2003 - June 2005 (2 years)

Los Angeles

Raised and structured a loan fund using Prudential, low-income housing lenders and investor Michael Milken.

- Used early success to negotiate a second fund with more favorable terms and a simplified capital stack.

Los Angeles Unified School District

Sr. Deputy to the President for School Construction

August 2000 - June 2003 (2 years 11 months)

Los Angeles

Led acquisition, entitlement, design and financing for 25 projects totaling \$1.1 billion and 1.7 million square feet on 92 acres of urban property. Major projects include:

- The 462,000 sf Robert Kennedy complex of schools on the site of the 24-acre historic Ambassador Hotel.

- The 230,000 sf Bernstein High School on the site of the Metro Media studios in Hollywood.
- The 160,000 sf Romer Middle School on a complex assemblage at Valley Plaza in North Hollywood.

Led a District-wide repurposing of existing real assets to:

- Acquire a 1 million sf class-B headquarters - freeing up 2 owned sites covering 14 acres for 2 new high schools.
- Consolidate warehouse and procurement into a new modern 390,000 sf facility.

Education

Harvard Business School

Master of Business Administration (M.B.A.), Real Estate, Finance, Strategy · (2005 - 2007)

Vassar College

Bachelor's Degree, Honors in Political Science and Urban Studies · (1996 - 2000)

Coversheet

Committee Assignments for 2025-26

Section:	V. Governance
Item:	D. Committee Assignments for 2025-26
Purpose:	Vote
Submitted by:	
Related Material:	25-26 Committee Assignments - UPDATED (06.09.2025).pdf

2025-26 Committee Membership				
Committee	Members	Chairperson	Staff Lead	Other Attendees
Academic	Claire Grissom Chuck Daggs	Claire Grissom	Crystal O'Rourke	Caprice Young Shun Dorsey Tom Peraic Andrea Hernandez Tina Hill
Finance	Ian Connell Jan Mazyck Anthony Di Vittorio	Ian Connell	Noël Russell Unterburger	Caprice Young Ami Ortiz Shun Dorsey Tom Peraic Prabhu Reddy
Governance	Nora Crivello Ian Connell Shara Hegde (excused until 12/31/25)	Nora Crivello	Caprice Young	Tom Peraic
Development	Chuck Daggs Niña Rosete	Chuck Daggs	Shun Dorsey	Caprice Young Kirsten Carr Tom Peraic

Audit	Ian Connell Jan Mazyck Niña Rosete	Jan Mazyck	Noël Russell Unterburger	Caprice Young Shun Dorsey Tom Peraic
NSSC	Kevin Sved Carl Cade Joe Lucente Board Ex-Officio: Nora Crivello	Kevin Sved	Caprice Young	Noël Russell Unterburger Shun Dorsey Tom Peraic

Coversheet

Board & Committee Meeting Calendar 2025-26

Section:	V. Governance
Item:	E. Board & Committee Meeting Calendar 2025-26
Purpose:	Vote
Submitted by:	
Related Material:	5.12.2025 - DRAFT Board and Committee Schedule 2025-2026 .pdf 6.02.2025 - NEW DRAFT Board and Committee Schedule 2025-2026 .pdf

Draft: 05/12/2025

FINALIZED on:

2025-25 N6 Board and Committee Meeting Schedule

Committee dates are draft status. Board meeting dates are approved. ✓ = Confirmed

****Shara is going on sabbatical from July 1 through December 31. She will not attend committee meetings but will be attending board meetings during this timeframe.**

Annual Board & Committee Agenda Planning Calendar

<u>Month</u>					
August	<u>BOARD</u> Mon, August 25 6:00 PM - 8:30 PM (2.5 hours)				
September	<u>Finance</u> Thur, Sept 11 6:00 PM - 8:30 PM (2.5 hours)	<u>Academic Success</u> Mon, Sept 15 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, Sept 18 4:00 PM - 5:30 PM (1.5 hours)		
October	<u>Governance</u> Thur, Oct 9 3:30 PM - 5:00 PM (1.5 hours) *NO SHARA	<u>BOARD</u> Mon, Oct 13 6:00 PM - 8:30 PM (2.5 hours)			
November	<u>Development</u> Thur, Nov 6 4:00 PM - 5:30 PM (1.5 hours) *Niña cannot attend	<u>Academic Success</u> Mon, Nov 10 4:00 PM - 5:00 PM (1 hour)	<u>Finance</u> Thur, Nov 13 6:00 PM - 8:30 PM (2.5 hours)	<u>Governance</u> Thur, Nov 20 3:30 PM - 5:00 PM (1.5 hours) *NO SHARA	
December	<u>Audit</u> Thur, Dec 4 4:30 PM - 5:30 PM (1 hour)	<u>BOARD</u> Mon, Dec 8 6:00 PM - 8:30 PM (2.5 hours)			

January	<u>Governance</u> Thur, Jan 8 3:30 PM - 5:00 PM (1.5 hours)	<u>Academic Success</u> Mon, Jan 12 4:00 PM - 5:00 PM (1 hour)	<u>Finance</u> Thur, Jan 15 6:00 PM - 8:30 PM (2.5 hours)	<u>BOARD Retreat</u> SAT, Jan 24 9:00 AM - 3:00 PM (6 hours) WPS Campus	
February	<u>Academic Success</u> Mon, Feb 9 4:00 PM - 5:00 PM (1 hour)	<u>Governance</u> Thur, Feb 12 3:30 PM - 5:00 PM (1.5 hours)	<u>Audit</u> Thur, Feb 19 4:30 PM - 5:30 PM (1 hour)	<u>Finance</u> Thur, Feb 19 6:00 PM - 8:30 PM (2.5 hours)	<u>Development</u> Thur, Feb 26 4:00 PM - 5:30 PM (1.5 hours)
March	<u>BOARD</u> Mon, March 2 6:00 PM - 8:30 PM (2.5 hours)				
April	<u>Academic Success</u> Mon, April 20 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, April 16 4:00 PM - 5:30 PM (1.5 hours)	<u>Governance</u> Thur, April 23 3:30 PM - 5:00 PM (1.5 hours)	<u>Finance</u> Thur, April 30 6:00 PM - 8:30 PM (2.5 hours)	
May	<u>BOARD</u> Mon, May 4 OR 11 6:00 PM - 8:30 PM (2.5 hours)	<u>Governance</u> Thur, May 21 3:30 PM - 5:00 PM (1.5 hours)	<u>Finance</u> Thur, May 28 6:00 PM - 8:30 PM (2.5 hours)		
June	<u>Audit</u> Thur, June 4 4:30 PM - 5:30 PM (1 hour)	<u>BOARD</u> Mon, June 8 6:00 PM - 8:30 PM (2.5 hours)			
July					

Draft: 06/02/2025

FINALIZED on:

2025-25 N6 Board and Committee Meeting Schedule

Committee dates are draft status. Board meeting dates are approved. ✓ = Confirmed

****Shara is going on sabbatical from July 1 through December 31. She will not attend committee meetings but will be attending board meetings during this timeframe.**

Annual Board & Committee Agenda Planning Calendar

<u>Month</u>					
August	<u>BOARD</u> Mon, August 25 6:00 PM - 8:30 PM (2.5 hours)				
September	<u>Academic Success</u> Mon, Sept 15 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, Sept 18 4:00 PM - 5:30 PM (1.5 hours)	<u>Finance</u> Thur, Sept 25 6:00 PM - 7:30 PM (1.5 hours)		
October	<u>Governance</u> Thur, Oct 2 3:30 PM - 5:00 PM (1.5 hours) *NO SHARA	<u>BOARD</u> Mon, Oct 20 6:00 PM - 8:30 PM (2.5 hours)			
November	<u>Academic Success</u> Mon, Nov 10 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, Nov 13 4:00 PM - 5:30 PM (1.5 hours)	<u>Governance</u> Thur, Nov 20 3:30 PM - 5:00 PM (1.5 hours) *NO SHARA		
December	<u>Audit</u> Thur, Dec 4 5:00 PM - 6:00 PM (1 hour)	<u>Finance</u> Thur, Dec 4 6:00 PM - 7:30 PM (1.5 hours)	<u>BOARD</u> Mon, Dec 8 6:00 PM - 8:30 PM (2.5 hours)		

January	<u>BOARD Retreat</u> SAT, Jan 24 9:00 AM - 3:00 PM (6 hours) WPS Campus				
February	<u>Academic Success</u> Mon, Feb 9 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, Feb 12 4:00 PM - 5:30 PM (1.5 hours)	<u>Governance</u> Thur, Feb 19 3:30 PM - 5:00 PM (1.5 hours)	<u>Audit</u> Thur, Feb 26 5:00 PM - 6:00 PM (1 hour)	<u>Finance</u> Thur, Feb 26 6:00 PM - 7:30 PM (1.5 hours)
March	<u>BOARD</u> Mon, March 2 6:00 PM - 8:30 PM (2.5 hours)	<u>Academic Success</u> Mon, March 30 4:00 PM - 5:00 PM (1 hour)			
April	<u>Development</u> Thur, April 2 4:00 PM - 5:30 PM (1.5 hours)	<u>Governance</u> Thur, April 9 3:30 PM - 5:00 PM (1.5 hours)	<u>Finance</u> Thur, April 16 6:00 PM - 7:30 PM (1.5 hours)	<u>BOARD</u> Mon, April 20 6:00 PM - 8:30 PM (2.5 hours)	
May	<u>Academic Success</u> Mon, May 11 4:00 PM - 5:00 PM (1 hour)	<u>Development</u> Thur, May 14 4:00 PM - 5:30 PM (1.5 hours)	<u>Governance</u> Thur, May 21 3:30 PM - 5:00 PM (1.5 hours)	<u>Audit</u> Thur, May 28 5:00 PM - 6:00 PM (1 hour)	<u>Finance</u> Thur, May 28 6:00 PM - 7:30 PM (1.5 hours)
June	<u>BOARD</u> Mon, June 8 6:00 PM - 8:30 PM (2.5 hours)				
July					

Coversheet

Budget 25-26; Approval

Section:	VI. Finance
Item:	A. Budget 25-26; Approval
Purpose:	Vote
Submitted by:	
Related Material:	NS FY26 Budget & Multi Yr Projections.pdf



Navigator Schools

Budget Presentation – FY25/26

Navigator – FY25 Budget Highlights

- Budget balanced with **\$515K** surplus for schools (1% of expenses) and **\$915K** with Home Office (2% of expenses)
- **2.3%** COLA projected for LCFF, based on Governor's May Revise
- ADA forecasted at **1,944**, **+11%** to current year

		2025-26						
		WPS	HPS	GPS	HCC	SCHOOLS	HO	TOTAL
Assumptions								
	State COLA	2.30%	2.30%	2.30%	2.30%	2.30%	2.30%	2.30%
	Other Revenue COLA	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Expense COLA	2.92%	2.92%	2.92%	2.92%	2.92%	2.92%	2.92%
	Enrollment	616.00	576.00	616.00	260.00	2,068.00	-	2,068.00
	Average Daily Attendance	579.04	541.44	579.04	244.40	1,943.92	-	1,943.92
Total Revenue		\$ 12,631,220	\$ 8,715,400	\$ 9,105,780	\$ 4,618,247	\$ 35,070,647	\$ 5,863,126	\$ 40,933,772
Total Expenses		\$ 12,473,825	\$ 8,563,808	\$ 8,957,531	\$ 4,560,690	\$ 34,555,855	\$ 5,462,939	\$ 40,018,794
Surplus (Deficit)		\$ 157,394	\$ 151,592	\$ 148,249	\$ 57,557	\$ 514,792	\$ 400,186	\$ 914,978
Surplus % of Expenses		1%	2%	2%	1%	1%	7%	2%
Fund Balance, Beginning of Year		\$ 1,669,710	\$ 2,308,244	\$ 1,796,690	\$ 500,733	\$ 6,275,378	\$ 180,227	\$ 6,455,605
Fund Balance, End of Year		\$ 1,827,105	\$ 2,459,836	\$ 1,944,939	\$ 558,290	\$ 6,790,170	\$ 580,413	\$ 7,370,583

Revenues

- Total revenue projected at **\$41M**, up 13% from FY25 (at 2nd Interim)
- Increase driven by:
 - State COLA: **2.3%**
 - TK Funding: Rate increase to \$5,545 (per May Revise) from from \$3,077 (FY25)
 - 200 added ADA
 - ELOP: Higher funding threshold (\$2,750 vs \$1,580) lowered from 75% UPP to 55%, benefitting HPS and HCC

	2025-26						
	WPS	HPS	GPS	HCC	SCHOOLS	HO	TOTAL
Revenues							
State Aid - Revenue Limit	8,837,542	6,598,532	7,162,840	3,264,505	25,863,419	-	25,863,419
Federal Revenue	455,978	349,683	321,755	148,566	1,275,983	2,091,439	3,367,422
Other State Revenue	3,201,321	1,610,330	1,457,402	1,040,438	7,309,490	-	7,309,490
Other Local Revenue	136,379	156,855	163,784	164,738	621,755	3,771,687	4,393,442
Total Revenue	\$ 12,631,220	\$ 8,715,400	\$ 9,105,780	\$ 4,618,247	\$ 35,070,647	\$ 5,863,126	\$ 40,933,772

Expenses

- Total Expenses are projected to increase **\$3.0M** over prior year (+8%)
- Personnel is the largest spending category (67% of total expenses)
- Largest YoY Drivers:
 - Management Fee: **\$1.5M YoY** (+30%), driven by revenue increases (\$950K) and new back-office provider (+\$680K)

Expenses

	2025-26						TOTAL
	WPS	HPS	GPS	HCC	SCHOOLS	HO	
Certificated Salaries	2,948,327	2,804,798	2,878,898	1,278,174	9,910,197	1,438,675	11,348,872
Classified Salaries	2,204,868	1,936,558	2,082,105	1,019,861	7,243,392	1,179,906	8,423,297
Benefits	1,907,701	1,630,964	1,762,216	856,899	6,157,780	763,994	6,921,773
Books and Supplies	707,061	509,204	422,963	378,584	2,017,812	79,036	2,096,848
Subagreement Services	908,280	158,514	225,178	69,216	1,361,187	200,500	1,561,687
Operations and Housekeeping	272,941	137,390	94,021	76,717	581,069	132,495	713,564
Facilities, Repairs and Other Leases	1,904,600	46,540	121,850	288,308	2,361,297	88,195	2,449,493
Professional/Consulting Services	1,614,255	1,314,321	1,335,341	591,497	4,855,415	1,192,541	6,047,956
Depreciation	5,794	25,519	34,959	1,435	67,706	11,276	78,982
Interest	-	-	-	-	-	376,321	376,321
Total Expenses	\$ 12,473,825	\$ 8,563,808	\$ 8,957,531	\$ 4,560,690	\$ 34,555,855	\$ 5,462,939	\$ 40,018,794

Surplus and Fund Balance

- Fund balances and surpluses within state and authorizer requirements
- Fund balance subject to change in anticipation of June 2025 financial close

2025-26							
	WPS	HPS	GPS	HCC	SCHOOLS	HO	TOTAL
Surplus (Deficit)	\$ 157,394	\$ 151,592	\$ 148,249	\$ 57,557	\$ 514,792	\$ 400,186	\$ 914,978
Surplus % of Expenses	1%	2%	2%	1%	1%	7%	2%
Fund Balance, Beginning of Year	\$ 1,669,710	\$ 2,308,244	\$ 1,796,690	\$ 500,733	\$ 6,275,378	\$ 180,227	\$ 6,455,605
Fund Balance, End of Year	\$ 1,827,105	\$ 2,459,836	\$ 1,944,939	\$ 558,290	\$ 6,790,170	\$ 580,413	\$ 7,370,583
As a % of Annual Expenses	14.6%	28.7%	21.7%	12.2%	19.6%	10.6%	18.4%

Three Year Forecasts

- **Revenue:** Projected to grow annually from current year through FY28
- **Expenses:** FY26 expected to increase in line with ADA growth along with CA CPI COLA
- **Surplus:** Positive and balanced across all three years—expected to grow as schools stabilize and attain scale

	2025-26			2026-27			2027-28		
	SCHOOLS	HO	TOTAL	SCHOOLS	HO	TOTAL	SCHOOLS	HO	TOTAL
Total Revenue	\$ 35,070,647	\$ 5,863,126	\$ 40,933,772	\$ 36,097,413	\$ 5,837,463	\$ 41,934,875	\$ 38,456,516	\$ 6,174,161	\$ 44,630,677
Total Expenses	\$ 34,555,855	\$ 5,462,939	\$ 40,018,794	\$ 35,285,757	\$ 5,539,451	\$ 40,825,208	\$ 36,189,992	\$ 5,642,504	\$ 41,832,497
Surplus (Deficit)	\$ 514,792	\$ 400,186	\$ 914,978	\$ 811,656	\$ 298,011	\$ 1,109,667	\$ 2,266,524	\$ 531,656	\$ 2,798,180
Surplus % of Expenses	1%	7%	2%	2%	5%	3%	6%	9%	7%
Fund Balance, Beginning of Year	\$ 6,275,378	\$ 180,227	\$ 6,455,605	\$ 6,790,170	\$ 580,413	\$ 7,370,583	\$ 7,601,826	\$ 878,424	\$ 8,480,250
Fund Balance, End of Year	\$ 6,790,170	\$ 580,413	\$ 7,370,583	\$ 7,601,826	\$ 878,424	\$ 8,480,250	\$ 9,868,350	\$ 1,410,081	\$ 11,278,430

Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 24-25

FY25-26 Budget: Navigator - Watsonville Prep

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	616.00	636.00	636.00
Average Daily Attendance	579.04	597.84	597.84
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 8,721,734	\$ 9,391,662	\$ 9,716,648
8012 Education Protection Account	115,808	119,568	119,568
	<u>8,837,542</u>	<u>9,511,230</u>	<u>9,836,216</u>
Federal Revenue			
8181 Special Education - Entitlement	67,793	86,640	86,640
8220 Federal Child Nutrition	204,714	211,360	211,360
8290 Title I, Part A - Basic Low Income	125,693	129,774	129,774
8291 Title II, Part A - Teacher Quality	15,957	16,475	16,475
8293 Title III - Limited English	31,821	32,854	32,854
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>455,978</u>	<u>487,104</u>	<u>487,104</u>
Other State Revenue			
8311 State Special Education	515,348	548,149	566,896
8520 Child Nutrition	19,377	20,610	21,315
8545 School Facilities (SB740)	787,885	838,033	841,286
8550 Mandated Cost	9,364	12,259	13,089
8560 State Lottery	158,078	163,210	163,210
8599 Other State Revenue	1,711,268	1,645,424	1,632,015
	<u>3,201,321</u>	<u>3,227,684</u>	<u>3,237,812</u>
Other Local Revenue			
8690 Other Local Revenue	100,469	-	-
8698 ASB Fundraising	35,910	37,076	37,076
	<u>136,379</u>	<u>37,076</u>	<u>37,076</u>
Total Revenue	\$ 12,631,220	\$ 13,263,094	\$ 13,598,208
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,979,371	1,999,164	2,019,156
1175 Teachers' Extra Duty/Stipends	70,481	72,384	74,382
1200 Pupil Support Salaries	400,679	404,685	408,732
1300 Administrators' Salaries	497,797	502,774	507,802
	<u>2,948,327</u>	<u>2,979,008</u>	<u>3,010,072</u>
Classified Salaries			
2100 Instructional Salaries	1,431,580	1,445,682	1,459,925
2200 Support Salaries	66,560	67,226	67,898
2400 Clerical and Office Staff Salaries	223,020	225,250	227,503
2900 Other Classified Salaries	483,708	488,545	493,430
	<u>2,204,868</u>	<u>2,226,703</u>	<u>2,248,756</u>
Benefits			
3101 STRS	563,130	568,991	574,924
3301 OASDI	136,702	138,056	139,423
3311 Medicare	74,721	75,483	76,253
3401 Health and Welfare	1,000,000	1,027,000	1,055,345
3501 State Unemployment	61,002	61,005	61,007
3601 Workers' Compensation	72,145	72,880	73,624
3901 Other Benefits	-	-	-
	<u>1,907,701</u>	<u>1,943,414</u>	<u>1,980,576</u>

FY25-26 Budget: Navigator - Watsonville Prep**Multi-Year Forecast**

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	-	-	-
4200 Books and Other Materials	7,500	7,953	8,172
4302 School Supplies	34,268	36,336	37,339
4305 Software	93,366	99,000	101,732
4310 Office Expense	83,700	88,751	91,200
4311 Business Meals	4,100	4,347	4,467
4400 Noncapitalized Equipment	260,037	275,728	283,338
4700 Food Services	224,090	231,970	232,675
	707,061	744,085	758,924
Subagreement Services			
5101 Nursing	469	498	512
5102 Special Education	63,610	67,449	69,310
5105 Security	8,200	8,695	8,935
5106 Other Educational Consultants	836,000	886,448	910,914
	908,280	963,089	989,670
Operations and Housekeeping			
5201 Auto and Travel	5,080	5,387	5,535
5400 Insurance	45,563	48,313	49,646
5501 Utilities	205,529	217,931	223,946
5900 Communications	15,944	16,906	17,373
5901 Postage and Shipping	825	875	899
	272,941	289,411	297,399
Facilities, Repairs and Other Leases			
5601 Rent	1,816,950	1,816,950	1,816,950
5603 Equipment Leases	24,000	25,448	26,151
5610 Repairs and Maintenance	63,650	67,491	69,354
	1,904,600	1,909,889	1,912,454
Professional/Consulting Services			
5801 IT	87,646	92,935	95,500
5804 Professional Development	45,229	47,958	49,282
5805 General Consulting	30,000	31,810	32,688
5806 Special Activities/Field Trips	50,000	53,017	54,480
5808 Printing	-	-	-
5809 Other taxes and fees	10,255	10,874	11,174
5811 Management Fee	1,285,256	1,331,572	1,377,070
5812 District Oversight Fee	88,375	95,112	98,362
5814 SPED Encroachment	17,494	19,044	19,606
	1,614,255	1,682,323	1,738,163
Depreciation			
6900 Depreciation Expense	5,794	5,950	6,115
	5,794	5,950	6,115
Interest			
	-	-	-
Total Expenses	\$ 12,473,825	\$ 12,743,872	\$ 12,942,129
Surplus (Deficit)	\$ 157,394	\$ 519,222	\$ 656,079
	1%	4%	5%

FY25-26 Budget: Navigator - Watsonville Prep**Multi-Year Forecast**

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Fund Balance, Beginning of Year	\$ 1,669,710	\$ 1,827,105	\$ 2,346,327
Fund Balance, End of Year	\$ 1,827,105	\$ 2,346,327	\$ 3,002,406
	14.6%	18.4%	23.2%
Cash Flow Adjustments			
Surplus (Deficit)	(1,728,774)	(1,026,639)	(888,588)
Cash Flows From Operating Activities			
Depreciation/Amortization	5,794	5,950	6,115
Public Funding Receivables	1,904,482	1,900,139	1,559,017
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(2,096,730)	(13,971)	(13,155)
Accrued Expenses	-	-	-
S/L Rent Adjustment	56,887	(10,505)	(146,101)
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(1,858,342)	854,975	517,288
Cash, Beginning of Year	882,772	(975,570)	(120,595)
Cash, End of Year	\$ (975,570)	\$ (120,595)	\$ 396,692
Days Cash on Hand	-28.56	-3.46	11.19

FY25-26 Budget: Navigator - Hollister Prep**Multi-Year Forecast**

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	576.00	576.00	636.00
Average Daily Attendance	541.44	541.44	597.84
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 4,586,823	\$ 4,786,067	\$ 5,903,732
8012 Education Protection Account	108,288	108,288	119,568
8096 In Lieu of Property Taxes	1,903,421	1,903,421	2,101,695
	<u>6,598,532</u>	<u>6,797,776</u>	<u>8,124,995</u>
Federal Revenue			
8181 Special Education - Entitlement	75,670	81,014	89,453
8220 Federal Child Nutrition	126,321	126,321	139,480
8290 Title I, Part A - Basic Low Income	101,901	101,901	112,516
8291 Title II, Part A - Teacher Quality	13,922	13,922	15,372
8293 Title III - Limited English	21,869	21,869	24,147
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>349,683</u>	<u>355,028</u>	<u>390,968</u>
Other State Revenue			
8311 State Special Education	481,884	496,437	566,896
8520 Child Nutrition	11,957	12,318	14,066
8550 Mandated Cost	10,455	11,463	11,855
8560 State Lottery	147,813	147,813	163,210
8599 Other State Revenue	958,222	960,437	1,055,001
	<u>1,610,330</u>	<u>1,628,467</u>	<u>1,811,027</u>
Other Local Revenue			
8690 Other Local Revenue	97,005	-	-
8698 ASB Fundraising	59,850	59,850	66,084
	<u>156,855</u>	<u>59,850</u>	<u>66,084</u>
Total Revenue	\$ 8,715,400	\$ 8,841,121	\$ 10,393,075
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,821,647	1,839,864	1,858,262
1175 Teachers' Extra Duty/Stipends	29,489	55,960	57,504
1200 Pupil Support Salaries	420,084	424,285	428,528
1300 Administrators' Salaries	533,578	538,914	544,303
	<u>2,804,798</u>	<u>2,859,022</u>	<u>2,888,598</u>
Classified Salaries			
2100 Instructional Salaries	1,371,936	1,385,655	1,393,139
2400 Clerical and Office Staff Salaries	248,099	250,580	253,085
2900 Other Classified Salaries	316,523	319,688	322,885
	<u>1,936,558</u>	<u>1,955,923</u>	<u>1,969,110</u>
Benefits			
3101 STRS	535,716	546,073	551,722
3301 OASDI	120,067	121,267	122,085
3311 Medicare	68,750	69,817	70,437
3401 Health and Welfare	792,000	813,384	835,833
3501 State Unemployment	48,052	48,058	48,063
3601 Workers' Compensation	66,379	67,409	68,008
3901 Other Benefits	-	-	-
	<u>1,630,964</u>	<u>1,666,008</u>	<u>1,696,148</u>

FY25-26 Budget: Navigator - Hollister Prep**Multi-Year Forecast**

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Books and Supplies			
4200 Books and Other Materials	4,500	4,622	5,244
4302 School Supplies	46,753	48,015	54,480
4305 Software	105,203	108,043	122,590
4310 Office Expense	90,569	93,014	105,538
4311 Business Meals	5,850	6,008	6,817
4400 Noncapitalized Equipment	118,052	121,239	137,563
4700 Food Services	138,278	138,639	153,546
	509,204	519,580	585,778
Subagreement Services			
5101 Nursing	1,900	1,951	2,214
5102 Special Education	152,864	156,991	178,129
5105 Security	3,750	3,851	4,370
5106 Other Educational Consultants	-	-	-
	158,514	162,794	184,712
Operations and Housekeeping			
5201 Auto and Travel	3,600	3,697	4,195
5400 Insurance	52,515	53,933	61,195
5501 Utilities	67,713	69,541	78,905
5900 Communications	13,362	13,723	15,570
5901 Postage and Shipping	200	205	233
	137,390	141,100	160,098
Facilities, Repairs and Other Leases			
5601 Rent	-	-	-
5603 Equipment Leases	24,000	24,648	27,967
5610 Repairs and Maintenance	22,540	23,149	26,265
	46,540	47,797	54,232
Professional/Consulting Services			
5801 IT	79,141	81,277	92,221
5804 Professional Development	13,233	13,590	15,420
5805 General Consulting	8,000	8,216	9,322
5806 Special Activities/Field Trips	25,000	25,675	29,132
5808 Printing	-	-	-
5809 Other taxes and fees	2,470	2,537	2,879
5811 Management Fee	971,794	951,689	1,137,499
5812 District Oversight Fee	197,956	203,933	243,750
5814 SPED Encroachment	16,727	17,324	19,690
	1,314,321	1,304,241	1,549,913
Depreciation			
6900 Depreciation Expense	25,519	26,208	26,931
	25,519	26,208	26,931
Interest			
	-	-	-
Total Expenses	\$ 8,563,808	\$ 8,682,673	\$ 9,115,520
Surplus (Deficit)	\$ 151,592	\$ 158,448	\$ 1,277,555
	2%	2%	14%

FY25-26 Budget: Navigator - Hollister Prep

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Fund Balance, Beginning of Year	\$ 2,308,244	\$ 2,459,836	\$ 2,618,284
Fund Balance, End of Year	\$ 2,459,836	\$ 2,618,284	\$ 3,895,839
	28.7%	30.2%	42.7%
Cash Flow Adjustments			
Surplus (Deficit)	(900,291)	(749,571)	149,464
Cash Flows From Operating Activities			
Depreciation/Amortization	25,519	26,208	26,931
Public Funding Receivables	1,447,041	1,073,991	929,521
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(813,770)	(22,109)	(21,503)
Accrued Expenses	-	-	-
S/L Rent Adjustment	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(241,501)	328,520	1,084,413
Cash, Beginning of Year	208	(241,293)	87,227
Cash, End of Year	\$ (241,293)	\$ 87,227	\$ 1,171,640
Days Cash on Hand	-10.31	3.68	47.05

FY25-26 Budget: Navigator - Gilroy Prep

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	616.00	616.00	616.00
Average Daily Attendance	579.04	579.04	579.04
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 3,727,303	\$ 3,943,574	\$ 4,195,722
8012 Education Protection Account	115,808	115,808	115,808
8096 In Lieu of Property Taxes	3,319,729	3,319,729	3,319,729
	<u>7,162,840</u>	<u>7,379,111</u>	<u>7,631,259</u>
Federal Revenue			
8181 Special Education - Entitlement	82,562	86,640	86,640
8220 Federal Child Nutrition	120,947	120,947	120,947
8290 Title I, Part A - Basic Low Income	75,361	75,361	75,361
8291 Title II, Part A - Teacher Quality	13,113	13,113	13,113
8293 Title III - Limited English	19,773	19,773	19,773
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>321,755</u>	<u>325,834</u>	<u>325,834</u>
Other State Revenue			
8311 State Special Education	515,348	530,911	549,069
8520 Child Nutrition	11,448	11,794	12,197
8550 Mandated Cost	11,417	12,259	12,678
8560 State Lottery	158,078	158,078	158,078
8599 Other State Revenue	761,111	760,407	751,263
	<u>1,457,402</u>	<u>1,473,449</u>	<u>1,483,284</u>
Other Local Revenue			
8690 Other Local Revenue	103,934	-	-
8698 ASB Fundraising	59,850	59,850	59,850
	<u>163,784</u>	<u>59,850</u>	<u>59,850</u>
Total Revenue	\$ 9,105,780	\$ 9,238,244	\$ 9,500,227
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	2,099,235	2,120,227	2,141,429
1175 Teachers' Extra Duty/Stipends	29,789	56,268	57,821
1200 Pupil Support Salaries	208,205	210,287	212,389
1300 Administrators' Salaries	541,670	547,087	552,558
	<u>2,878,898</u>	<u>2,933,869</u>	<u>2,964,198</u>
Classified Salaries			
2100 Instructional Salaries	1,383,789	1,397,627	1,411,603
2200 Support Salaries	68,640	69,326	70,020
2400 Clerical and Office Staff Salaries	228,040	230,321	232,624
2900 Other Classified Salaries	401,636	405,652	409,709
	<u>2,082,105</u>	<u>2,102,926</u>	<u>2,123,955</u>
Benefits			
3101 STRS	549,870	560,369	566,162
3301 OASDI	129,090	130,381	131,685
3311 Medicare	71,935	73,034	73,778
3401 Health and Welfare	888,000	911,976	937,147
3501 State Unemployment	53,867	53,877	53,886
3601 Workers' Compensation	69,454	70,515	71,234
3901 Other Benefits	-	-	-
	<u>1,762,216</u>	<u>1,800,152</u>	<u>1,833,892</u>

FY25-26 Budget: Navigator - Gilroy Prep**Multi-Year Forecast**

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	-	-	-
4200 Books and Other Materials	9,000	9,243	9,498
4302 School Supplies	44,795	46,004	47,274
4305 Software	22,173	22,772	23,400
4310 Office Expense	80,400	82,571	84,850
4311 Business Meals	8,150	8,370	8,601
4400 Noncapitalized Equipment	126,051	129,454	133,027
4700 Food Services	132,395	132,740	133,144
	422,963	431,154	439,794
Subagreement Services			
5101 Nursing	2,340	2,403	2,469
5102 Special Education	218,088	223,977	230,159
5105 Security	4,750	4,878	5,013
5106 Other Educational Consultants	-	-	-
	225,178	231,258	237,641
Operations and Housekeeping			
5201 Auto and Travel	3,660	3,759	3,863
5400 Insurance	56,147	57,663	59,255
5501 Utilities	17,370	17,839	18,331
5900 Communications	16,344	16,785	17,249
5901 Postage and Shipping	500	514	528
	94,021	96,560	99,225
Facilities, Repairs and Other Leases			
5601 Rent	-	-	-
5603 Equipment Leases	12,000	12,324	12,664
5610 Repairs and Maintenance	109,850	112,816	115,930
	121,850	125,140	128,594
Professional/Consulting Services			
5801 IT	144,768	148,677	152,780
5804 Professional Development	14,233	14,617	15,021
5805 General Consulting	8,000	8,216	8,443
5806 Special Activities/Field Trips	25,000	25,675	26,384
5808 Printing	-	-	-
5809 Other taxes and fees	2,977	3,057	3,142
5811 Management Fee	907,541	959,284	992,064
5812 District Oversight Fee	214,885	221,373	228,938
5814 SPED Encroachment	17,937	18,527	19,071
	1,335,341	1,399,427	1,445,842
Depreciation			
6900 Depreciation Expense	34,959	35,903	36,894
	34,959	35,903	36,894
Interest			
	-	-	-
Total Expenses	\$ 8,957,531	\$ 9,156,387	\$ 9,310,033
Surplus (Deficit)	\$ 148,249	\$ 81,856	\$ 190,194
	2%	1%	2%

FY25-26 Budget: Navigator - Gilroy Prep

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Fund Balance, Beginning of Year	\$ 1,796,690	\$ 1,944,939	\$ 2,026,796
Fund Balance, End of Year	\$ 1,944,939	\$ 2,026,796	\$ 2,216,989
	21.7%	22.1%	23.8%
Cash Flow Adjustments			
Surplus (Deficit)	(876,699)	(836,773)	(751,578)
Cash Flows From Operating Activities			
Depreciation/Amortization	34,959	35,903	36,894
Public Funding Receivables	2,337,853	1,047,677	941,149
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(978,279)	(22,730)	(22,520)
Accrued Expenses	-	-	-
S/L Rent Adjustment	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	517,834	224,078	203,945
Cash, Beginning of Year	5,153	522,987	747,065
Cash, End of Year	\$ 522,987	\$ 747,065	\$ 951,009
Days Cash on Hand	21.39	29.90	37.43

FY25-26 Budget: Navigator - Hayward Collegiate

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	260.00	264.00	276.00
Average Daily Attendance	244.40	248.16	259.44
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 2,085,317	\$ 2,218,698	\$ 2,324,908
8012 Education Protection Account	48,880	49,632	51,888
8096 In Lieu of Property Taxes	1,130,308	1,147,698	1,199,866
	3,264,505	3,416,028	3,576,662
Federal Revenue			
8181 Special Education - Entitlement	32,490	36,569	38,231
8220 Federal Child Nutrition	59,364	60,278	63,017
8290 Title I, Part A - Basic Low Income	40,917	41,546	43,435
8291 Title II, Part A - Teacher Quality	5,795	5,884	6,152
8293 Title III - Limited English	-	-	-
8296 Other Federal Revenue	10,000	10,000	10,000
	148,566	154,277	160,835
Other State Revenue			
8311 State Special Education	217,517	227,533	246,011
8520 Child Nutrition	5,619	5,878	6,355
8545 School Facilities (SB740)	163,777	163,777	163,777
8550 Mandated Cost	4,621	5,174	5,433
8560 State Lottery	66,721	67,748	70,827
8599 Other State Revenue	582,182	592,997	608,039
	1,040,438	1,063,107	1,100,443
Other Local Revenue			
8690 Other Local Revenue	45,038	-	-
8698 ASB Fundraising	119,700	121,542	127,066
	164,738	121,542	127,066
Total Revenue	\$ 4,618,247	\$ 4,754,954	\$ 4,965,006
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	931,985	941,305	950,718
1175 Teachers' Extra Duty/Stipends	35,104	36,052	37,047
1200 Pupil Support Salaries	103,364	104,398	105,442
1300 Administrators' Salaries	207,721	209,798	211,896
	1,278,174	1,291,553	1,305,103
Classified Salaries			
2100 Instructional Salaries	550,479	555,983	561,543
2200 Support Salaries	72,100	72,821	73,549
2400 Clerical and Office Staff Salaries	120,590	121,796	123,014
2900 Other Classified Salaries	276,692	279,459	282,254
	1,019,861	1,030,060	1,040,361
Benefits			
3101 STRS	244,131	246,687	249,275
3301 OASDI	63,231	63,864	64,502
3311 Medicare	33,322	33,663	34,009
3401 Health and Welfare	456,000	468,312	481,237
3501 State Unemployment	28,043	28,053	28,065
3601 Workers' Compensation	32,172	32,503	32,836
3901 Other Benefits	-	-	-
	856,899	873,082	889,925

FY25-26 Budget: Navigator - Hayward Collegiate

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	-	-	-
4200 Books and Other Materials	21,921	22,859	24,558
4302 School Supplies	48,629	50,711	54,479
4305 Software	53,689	55,987	60,147
4310 Office Expense	52,800	55,060	59,151
4311 Business Meals	4,850	5,058	5,433
4400 Noncapitalized Equipment	131,712	137,349	147,555
4700 Food Services	64,983	66,155	69,372
	378,584	393,178	420,696
Subagreement Services			
5101 Nursing	469	490	526
5102 Special Education	46,146	48,121	51,697
5105 Security	1,900	1,981	2,129
5106 Other Educational Consultants	20,700	21,586	23,190
	69,216	72,178	77,542
Operations and Housekeeping			
5201 Auto and Travel	9,240	9,635	10,351
5400 Insurance	19,553	20,389	21,904
5501 Utilities	26,498	27,632	29,685
5900 Communications	21,376	22,291	23,948
5901 Postage and Shipping	50	52	56
	76,717	80,000	85,945
Facilities, Repairs and Other Leases			
5601 Rent	236,076	236,076	236,076
5603 Equipment Leases	12,000	12,514	13,443
5610 Repairs and Maintenance	40,232	41,954	45,071
	288,308	290,543	294,591
Professional/Consulting Services			
5801 IT	105,276	109,782	117,940
5804 Professional Development	10,733	11,192	12,024
5805 General Consulting	5,000	5,214	5,601
5806 Special Activities/Field Trips	20,000	20,856	22,406
5808 Printing	-	-	-
5809 Other taxes and fees	3,246	3,385	3,637
5811 Management Fee	407,096	478,244	500,733
5812 District Oversight Fee	32,645	34,160	35,767
5814 SPED Encroachment	7,500	7,923	8,527
	591,497	670,757	706,635
Depreciation			
6900 Depreciation Expense	1,435	1,474	1,514
	1,435	1,474	1,514
Interest			
	-	-	-
Total Expenses	\$ 4,560,690	\$ 4,702,825	\$ 4,822,310
Surplus (Deficit)	\$ 57,557	\$ 52,129	\$ 142,696
	1%	1%	3%

FY25-26 Budget: Navigator - Hayward Collegiate

Multi-Year Forecast

Revised 6/2/25



	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Fund Balance, Beginning of Year	\$ 500,733	\$ 558,290	\$ 610,419
Fund Balance, End of Year	\$ 558,290	\$ 610,419	\$ 753,115
	12.2%	13.0%	15.6%
Cash Flow Adjustments			
Surplus (Deficit)	(529,439)	(448,964)	(388,445)
Cash Flows From Operating Activities			
Depreciation/Amortization	1,435	1,474	1,514
Public Funding Receivables	2,335,732	591,676	505,766
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(615,432)	(4,680)	(4,673)
Accrued Expenses	-	-	-
S/L Rent Adjustment	6,513	(374)	(7,467)
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	1,198,809	139,132	106,695
Cash, Beginning of Year	1,979,011	3,177,820	3,316,953
Cash, End of Year	\$ 3,177,820	\$ 3,316,953	\$ 3,423,648
Days Cash on Hand	254.41	257.52	259.22

FY25-26 Budget: Navigator - Support Office

Multi-Year Forecast

Revised 6/2/25

	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.92%	2.70%	2.76%
Enrollment	-	-	-
Average Daily Attendance	-	-	-
Revenues			
State Aid - Revenue Limit			
	-	-	-
Federal Revenue			
8294 Title V, Part B - PCSG	2,091,439	2,116,674	2,166,795
	2,091,439	2,116,674	2,166,795
Other State Revenue			
	-	-	-
Other Local Revenue			
8690 Other Local Revenue	3,571,687	3,720,789	4,007,366
8699 School Fundraising	200,000	-	-
	3,771,687	3,720,789	4,007,366
Total Revenue	\$ 5,863,126	\$ 5,837,463	\$ 6,174,161
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	158,740	160,328	161,931
1200 Pupil Support Salaries	204,360	206,404	208,468
1300 Administrators' Salaries	1,075,575	1,086,331	1,097,194
	1,438,675	1,453,062	1,467,593
Classified Salaries			
2100 Instructional Salaries	-	-	-
2200 Support Salaries	352,976	356,506	360,071
2300 Classified Administrators' Salaries	298,185	301,167	304,179
2400 Clerical and Office Staff Salaries	93,009	93,939	94,878
2900 Other Classified Salaries	435,735	440,093	444,494
	1,179,906	1,191,705	1,203,622
Benefits			
3101 STRS	274,787	277,535	280,310
3301 OASDI	73,154	73,886	74,625
3311 Medicare	37,969	38,349	38,733
3401 Health and Welfare	216,000	221,832	227,955
3501 State Unemployment	12,824	12,825	12,826
3601 Workers' Compensation	36,660	37,027	37,397
3901 Other Benefits	112,599	113,725	114,862
	763,994	775,178	786,707

Books and Supplies			
4200 Books and Other Materials	1,650	1,695	1,741
4305 Software	-	-	-
4310 Office Expense	35,420	36,376	37,380
4311 Business Meals	34,500	35,432	36,409
4400 Noncapitalized Equipment	7,466	7,668	7,879
	<u>79,036</u>	<u>81,170</u>	<u>83,410</u>
Subagreement Services			
5105 Security	500	514	528
5106 Other Educational Consultants	200,000	205,400	211,069
	<u>200,500</u>	<u>205,914</u>	<u>211,597</u>
Operations and Housekeeping			
5201 Auto and Travel	73,500	75,485	77,568
5300 Dues & Memberships	21,000	21,567	22,162
5400 Insurance	21,815	22,404	23,023
5501 Utilities	7,831	8,043	8,265
5900 Communications	5,048	5,184	5,327
5901 Postage and Shipping	3,300	3,389	3,483
	<u>132,495</u>	<u>136,072</u>	<u>139,828</u>
Facilities, Repairs and Other Leases			
5601 Rent	36,070	36,070	36,070
5603 Equipment Leases	20,000	20,540	21,107
5610 Repairs and Maintenance	32,125	32,992	33,903
	<u>88,195</u>	<u>89,603</u>	<u>91,080</u>
Professional/Consulting Services			
5801 IT	55,542	57,042	58,616
5803 Legal	150,000	154,050	158,302
5804 Professional Development	21,738	22,325	22,941
5805 General Consulting	150,000	154,050	158,302
5808 Printing	-	-	-
5809 Other taxes and fees	108,488	111,417	114,492
5810 Payroll Service Fee	25,000	25,675	26,384
5811 Management Fee	681,774	700,532	744,185
	<u>1,192,541</u>	<u>1,225,090</u>	<u>1,283,221</u>
Depreciation			
6900 Depreciation Expense	11,276	11,580	11,900
	<u>11,276</u>	<u>11,580</u>	<u>11,900</u>
Interest			
7438 Interest Expense	376,321	370,078	363,547
	<u>376,321</u>	<u>370,078</u>	<u>363,547</u>
Total Expenses	\$ 5,462,939	\$ 5,539,451	\$ 5,642,504
Surplus (Deficit)	\$ 400,186	\$ 298,011	\$ 531,656
	7%	5%	9%

Fund Balance, Beginning of Year	\$ 180,227	\$ 580,413	\$ 878,424
Fund Balance, End of Year	\$ 580,413	\$ 878,424	\$ 1,410,081
	10.6%	15.9%	25.0%

Cash Flow Adjustments

Surplus (Deficit)	78,735	(36,860)	170,993
Cash Flows From Operating Activities			
Depreciation/Amortization	11,276	11,580	11,900
Public Funding Receivables	566,611	321,452	334,871
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(335,853)	-	-
Accrued Expenses	-	-	-
S/L Rent Adjustment	1,112	63	(1,017)
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	(135,906)	(142,149)	(148,680)
Total Change in Cash	185,974	154,086	368,067
Cash, Beginning of Year	(76,718)	109,256	263,342
Cash, End of Year	\$ 109,256	\$ 263,342	\$ 631,409
Days Cash on Hand	7.31	17.39	40.93

FY25-26 Budget: Navigator - Watsonville Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 579.04



ADA = 579.04		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
																ADA = 579.04	
Revenues																	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	343,182	343,182	617,727	617,727	617,727	617,727	617,727	989,347	989,347	989,347	989,347	989,347	8,721,734	8,721,734	-
8012	Education Protection Account	-	-	28,952	-	-	28,952	-	-	28,952	-	-	-	28,952	115,808	115,808	-
		-	343,182	372,134	617,727	617,727	646,679	617,727	617,727	1,018,299	989,347	989,347	989,347	1,018,299	8,837,542	8,837,542	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	67,793	67,793	67,793	-
8220	Federal Child Nutrition	-	-	-	10,236	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	38,896	204,714	204,714	-
8290	Title I, Part A - Basic Low Income	-	-	31,423	-	-	94,270	-	-	-	-	-	-	-	125,693	125,693	-
8291	Title II, Part A - Teacher Quality	-	-	3,989	-	-	11,968	-	-	-	-	-	-	-	15,957	15,957	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	31,821	-	31,821	31,821	-
8296	Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	\$0	10,000	10,000	-
		-	-	37,913	10,236	19,448	133,185	19,448	19,448	19,448	19,448	19,448	51,269	106,689	455,978	455,978	-
Other State Revenue																	
8311	State Special Education	-	20,278	20,278	36,500	36,500	36,500	36,500	36,500	58,458	58,458	58,458	58,458	58,458	515,348	515,348	-
8520	Child Nutrition	-	-	-	969	1,841	1,841	1,841	1,841	1,841	1,841	1,841	1,841	3,682	19,377	19,377	-
8545	School Facilities (SB740)	-	-	-	-	-	-	393,943	-	-	-	196,971	-	196,971	787,885	787,885	-
8550	Mandated Cost	-	-	-	-	-	9,364	-	-	-	-	-	-	-	9,364	9,364	-
8560	State Lottery	-	-	-	-	-	-	31,100	-	-	31,100	-	-	95,878	158,078	158,078	-
8599	Other State Revenue	-	2,392	2,392	420,162	4,306	4,306	420,162	4,306	4,306	420,162	4,306	4,306	420,162	1,711,268	1,711,268	-
		-	22,670	22,670	457,631	42,647	52,011	883,546	42,647	64,605	511,562	261,576	64,605	775,151	3,201,321	3,201,321	-
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	100,469	-	100,469	100,469	-
8698	ASB Fundraising	-	1,796	1,796	4,668	3,950	3,950	3,950	3,950	3,950	3,950	3,950	-	-	35,910	35,910	-
		-	1,796	1,796	4,668	3,950	3,950	3,950	3,950	3,950	3,950	3,950	100,469	-	136,379	136,379	-
Total Revenue		-	367,647	434,512	1,090,263	683,772	835,826	1,524,671	683,772	1,106,302	1,524,306	1,274,321	1,205,690	1,900,139	12,631,220	12,631,220	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	179,943	179,943	179,943	179,943	179,943	179,943	179,943	179,943	179,943	179,943	179,943	-	1,979,371	1,979,371	-
1175	Teachers' Extra Duty/Stipends	18,333	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	19,741	19,741	-	70,481	70,481	-
1200	Pupil Support Salaries	-	36,425	36,425	36,425	36,425	36,425	36,425	36,425	36,425	36,425	36,425	36,425	-	400,679	400,679	-
1300	Administrators' Salaries	41,483	41,483	41,483	41,483	41,483	41,483	41,483	41,483	41,483	41,483	41,483	41,483	-	497,797	497,797	-
		59,816	259,259	259,259	259,259	259,259	259,259	259,259	259,259	259,259	259,259	277,592	277,592	-	2,948,327	2,948,327	-
Classified Salaries																	
2100	Instructional Salaries	-	130,144	130,144	130,144	130,144	130,144	130,144	130,144	130,144	130,144	130,144	130,144	-	1,431,580	1,431,580	-
2200	Support Salaries	-	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	-	66,560	66,560	-
2400	Clerical and Office Staff Salaries	-	20,275	20,275	20,275	20,275	20,275	20,275	20,275	20,275	20,275	20,275	20,275	-	223,020	223,020	-
2900	Other Classified Salaries	-	43,973	43,973	43,973	43,973	43,973	43,973	43,973	43,973	43,973	43,973	43,973	-	483,708	483,708	-
		-	200,443	200,443	200,443	200,443	200,443	200,443	200,443	200,443	200,443	200,443	200,443	-	2,204,868	2,204,868	-
Benefits																	
3101	STRS	11,425	49,518	49,518	49,518	49,518	49,518	49,518	49,518	49,518	49,518	53,020	53,020	-	563,130	563,130	-
3301	OASDI	-	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	12,427	-	136,702	136,702	-
3311	Medicare	867	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,931	6,931	-	74,721	74,721	-
3401	Health and Welfare	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	-	1,000,000	1,000,000	-
3501	State Unemployment	3,050	3,050	3,050	3,050	3,050	3,050	15,251	12,200	6,100	3,050	3,050	3,050	-	61,002	61,002	-
3601	Workers' Compensation	837	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,692	6,692	-	72,145	72,145	-
		99,513	161,431	161,431	161,431	161,431	161,431	173,631	170,581	164,481	161,431	165,455	165,455	-	1,907,701	1,907,701	-

FY25-26 Budget: Navigator - Watsonville Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 579.04



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4200	Books and Other Materials	1,500	1,500	1,500	1,500	1,500	-	-	-	-	-	-	-	-	7,500	7,500	-
4302	School Supplies	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	-	34,268	34,268	-
4305	Software	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	-	93,366	93,366	-
4310	Office Expense	6,975	6,975	6,975	6,975	6,975	6,975	6,975	6,975	6,975	6,975	6,975	6,975	-	83,700	83,700	-
4311	Business Meals	342	342	342	342	342	342	342	342	342	342	342	342	-	4,100	4,100	-
4400	Noncapitalized Equipment	-	52,007	52,007	52,007	52,007	52,007	-	-	-	-	-	-	-	260,037	260,037	-
4700	Food Services	-	20,372	20,372	20,372	20,372	20,372	20,372	20,372	20,372	20,372	20,372	20,372	-	224,090	224,090	-
		19,453	91,832	91,832	91,832	91,832	90,332	38,325	38,325	38,325	38,325	38,325	38,325	-	707,061	707,061	-
Subagreement Services																	
5101	Nursing	39	39	39	39	39	39	39	39	39	39	39	39	-	469	469	-
5102	Special Education	5,301	5,301	5,301	5,301	5,301	5,301	5,301	5,301	5,301	5,301	5,301	5,301	-	63,610	63,610	-
5105	Security	-	745	745	745	745	745	745	745	745	745	745	745	-	8,200	8,200	-
5106	Other Educational Consultants	-	-	83,600	83,600	83,600	83,600	83,600	83,600	83,600	83,600	83,600	83,600	-	836,000	836,000	-
		5,340	6,085	89,685	89,685	89,685	89,685	89,685	89,685	89,685	89,685	89,685	89,685	-	908,280	908,280	-
Operations and Housekeeping																	
5201	Auto and Travel	-	462	462	462	462	462	462	462	462	462	462	462	-	5,080	5,080	-
5400	Insurance	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	-	45,563	45,563	-
5501	Utilities	17,127	17,127	17,127	17,127	17,127	17,127	17,127	17,127	17,127	17,127	17,127	17,127	-	205,529	205,529	-
5900	Communications	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	-	15,944	15,944	-
5901	Postage and Shipping	69	69	69	69	69	69	69	69	69	69	69	69	-	825	825	-
		22,322	22,784	22,784	22,784	22,784	22,784	22,784	22,784	22,784	22,784	22,784	22,784	-	272,941	272,941	-
Facilities, Repairs and Other Leases																	
5601	Rent	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	-	1,816,950	1,816,950	-
5603	Equipment Leases	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-
5610	Repairs and Maintenance	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	-	63,650	63,650	-
		158,717	158,717	158,717	158,717	158,717	158,717	158,717	158,717	158,717	158,717	158,717	158,717	-	1,904,600	1,904,600	-
Professional/Consulting Services																	
5801	IT	7,304	7,304	7,304	7,304	7,304	7,304	7,304	7,304	7,304	7,304	7,304	7,304	-	87,646	87,646	-
5804	Professional Development	-	-	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	-	45,229	45,229	-
5805	General Consulting	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	30,000	30,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	7,143	7,143	7,143	-	-	28,571	-	-	50,000	50,000	-
5809	Other taxes and fees	-	-	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	1,026	-	10,255	10,255	-
5811	Management Fee	107,105	107,105	107,105	107,105	107,105	107,105	107,105	107,105	107,105	107,105	107,105	107,105	-	1,285,256	1,285,256	-
5812	District Oversight Fee	-	3,432	3,721	6,177	6,177	6,467	6,177	6,177	10,183	9,893	9,893	9,893	10,183	88,375	88,375	-
5814	SPED Encroachment	-	608	608	1,095	1,095	1,095	1,095	1,095	1,754	1,754	1,754	1,754	3,788	17,494	17,494	-
		114,408	118,449	127,287	130,229	130,229	137,662	137,372	137,372	134,894	134,604	163,176	134,604	13,971	1,614,255	1,614,255	-
Depreciation																	
6900	Depreciation Expense	483	483	483	483	483	483	483	483	483	483	483	483	-	5,794	5,794	-
		483	483	483	483	483	483	483	483	483	483	483	483	-	5,794	5,794	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		480,052	1,019,481	1,111,919	1,114,861	1,114,861	1,120,794	1,080,697	1,077,647	1,069,069	1,065,729	1,116,658	1,088,086	13,971	12,473,825	12,473,825	-
Monthly Surplus (Deficit)		(480,052)	(651,834)	(677,407)	(24,599)	(431,089)	(284,968)	443,974	(393,875)	37,233	458,577	157,663	117,603	1,886,168	157,394	157,394	-

FY25-26 Budget: Navigator - Watsonville Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 579.04



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(480,052)	(651,834)	(677,407)	(24,599)	(431,089)	(284,968)	443,974	(393,875)	37,233	458,577	157,663	117,603	1,886,168	157,394		
Cash flows from operating activities																
Depreciation/Amortization	483	483	483	483	483	483	483	483	483	483	483	483	-	5,794		
Public Funding Receivables	1,202,594	-	575,972	-	(2,892)	21,258	107,550	-	-	-	-	-	(1,900,139)	4,343		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(698,910)	(698,910)	(698,910)	-	-	-	-	-	-	-	-	-	13,971	(2,082,760)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	4,741	-	56,887		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	28,855	(1,345,520)	(795,122)	(19,375)	(428,759)	(258,486)	556,747	(388,652)	42,456	463,801	162,886	122,827				
Cash, Beginning of Month	882,772	911,627	(433,893)	(1,229,015)	(1,248,390)	(1,677,149)	(1,935,635)	(1,378,888)	(1,767,540)	(1,725,084)	(1,261,283)	(1,098,397)				
Cash, End of Month	<u>911,627</u>	<u>(433,893)</u>	<u>(1,229,015)</u>	<u>(1,248,390)</u>	<u>(1,677,149)</u>	<u>(1,935,635)</u>	<u>(1,378,888)</u>	<u>(1,767,540)</u>	<u>(1,725,084)</u>	<u>(1,261,283)</u>	<u>(1,098,397)</u>	<u>(975,570)</u>				
15%	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074	1,871,074				
Days Cash on Hand	26.69	(12.70)	(35.98)	(36.55)	(49.10)	(56.67)	(40.37)	(51.74)	(50.50)	(36.92)	(32.16)	(28.56)				

FY25-26 Budget: Navigator - Watsonville Prep**Monthly Cash Flow/Forecast FY26-27**

Revised 6/2/25

ADA = 597.84



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	454,816	454,816	818,669	818,669	818,669	818,669	818,669	877,736	877,736	877,736	877,736	877,736	9,391,662	8,721,734	669,928
8012 Education Protection Account	-	-	-	28,952	-	-	28,952	-	-	31,772	-	-	29,892	119,568	115,808	3,760
	-	454,816	454,816	847,621	818,669	818,669	847,621	818,669	877,736	909,508	877,736	877,736	907,628	9,511,230	8,837,542	673,688
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	86,640	86,640	67,793	18,847
8220 Federal Child Nutrition	-	-	10,568	10,568	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	211,360	204,714	6,647
8290 Title I, Part A - Basic Low Income	-	-	32,443	-	-	32,443	-	-	32,443	-	-	-	32,443	129,774	125,693	4,081
8291 Title II, Part A - Teacher Quality	-	-	4,119	-	-	4,119	-	-	4,119	-	-	-	4,119	16,475	15,957	518
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	32,854	-	32,854	31,821	1,033
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	49,630	10,568	21,136	65,198	21,136	21,136	57,698	21,136	21,136	53,990	144,339	487,104	455,978	31,126
Other State Revenue																
8311 State Special Education	-	27,407	27,407	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333	548,149	515,348	32,801
8520 Child Nutrition	-	-	1,030	1,030	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	20,610	19,377	1,233
8545 School Facilities (SB740)	-	-	-	-	-	-	419,016	-	-	-	209,508	-	209,508	838,033	787,885	50,148
8550 Mandated Cost	-	-	-	-	-	12,259	-	-	-	-	-	-	-	12,259	9,364	2,894
8560 State Lottery	-	-	-	-	-	-	40,803	-	-	40,803	-	-	81,605	163,210	158,078	5,132
8599 Other State Revenue	-	-	-	-	1,069,525	-	-	-	-	411,356	-	-	164,542	1,645,424	1,711,268	(65,845)
	-	27,407	28,438	50,364	1,120,920	63,653	511,213	51,394	51,394	503,553	260,903	51,394	507,050	3,227,684	3,201,321	(26,363)
Other Local Revenue																
8698 ASB Fundraising	-	1,854	1,854	4,820	4,078	4,078	4,078	4,078	4,078	4,078	4,078	-	-	37,076	35,910	1,166
	-	1,854	1,854	4,820	4,078	4,078	4,078	4,078	4,078	4,078	4,078	-	-	37,076	136,379	(99,303)
Total Revenue	-	484,078	534,738	913,373	1,964,804	951,599	1,384,049	895,278	990,907	1,438,276	1,163,853	983,121	1,559,017	13,263,094	12,631,220	631,874
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	181,742	181,742	181,742	181,742	181,742	181,742	181,742	181,742	181,742	181,742	181,742	-	1,999,164	1,979,371	(19,794)
1175 Teachers' Extra Duty/Stipends	18,828	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	20,274	20,274	-	72,384	70,481	(1,903)
1200 Pupil Support Salaries	-	36,790	36,790	36,790	36,790	36,790	36,790	36,790	36,790	36,790	36,790	36,790	-	404,685	400,679	(4,007)
1300 Administrators' Salaries	41,898	41,898	41,898	41,898	41,898	41,898	41,898	41,898	41,898	41,898	41,898	41,898	-	502,774	497,797	(4,978)
	60,726	261,875	261,875	261,875	261,875	261,875	261,875	261,875	261,875	261,875	280,703	280,703	-	2,979,008	2,948,327	(30,681)
Classified Salaries																
2100 Instructional Salaries	-	131,426	131,426	131,426	131,426	131,426	131,426	131,426	131,426	131,426	131,426	131,426	-	1,445,682	1,431,580	(14,102)
2200 Support Salaries	-	6,111	6,111	6,111	6,111	6,111	6,111	6,111	6,111	6,111	6,111	6,111	-	67,226	66,560	(666)
2400 Clerical and Office Staff Salaries	-	20,477	20,477	20,477	20,477	20,477	20,477	20,477	20,477	20,477	20,477	20,477	-	225,250	223,020	(2,230)
2900 Other Classified Salaries	-	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	-	488,545	483,708	(4,837)
	-	202,428	202,428	202,428	202,428	202,428	202,428	202,428	202,428	202,428	202,428	202,428	-	2,226,703	2,204,868	(21,835)
Benefits																
3101 STRS	11,544	50,034	50,034	50,034	50,034	50,034	50,034	50,034	50,034	50,034	53,572	53,572	-	568,991	563,130	(5,860)
3301 OASDI	-	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	-	138,056	136,702	(1,354)
3311 Medicare	876	6,734	6,734	6,734	6,734	6,734	6,734	6,734	6,734	6,734	7,002	7,002	-	75,483	74,721	(761)
3401 Health and Welfare	85,583	85,583	85,583	85,583	85,583	85,583	85,583	85,583	85,583	85,583	85,583	85,583	-	1,027,000	1,000,000	(27,000)
3501 State Unemployment	3,050	3,050	3,050	3,050	3,050	3,050	15,251	12,201	6,100	3,050	3,050	3,050	-	61,005	61,002	(3)
3601 Workers' Compensation	846	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,761	6,761	-	72,880	72,145	(735)
	101,900	164,453	164,453	164,453	164,453	164,453	176,654	173,603	167,503	164,453	168,519	168,519	-	1,943,414	1,907,701	(35,713)

FY25-26 Budget: Navigator - Watsonville Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 597.84



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	1,591	1,591	1,591	1,591	1,591	-	-	-	-	-	-	-	-	7,953	7,500	(453)
4302 School Supplies	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	3,028	-	36,336	34,268	(2,068)
4305 Software	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	-	99,000	93,366	(5,634)
4310 Office Expense	7,396	7,396	7,396	7,396	7,396	7,396	7,396	7,396	7,396	7,396	7,396	7,396	-	88,751	83,700	(5,051)
4311 Business Meals	362	362	362	362	362	362	362	362	362	362	362	362	-	4,347	4,100	(247)
4400 Noncapitalized Equipment	-	55,146	55,146	55,146	55,146	55,146	-	-	-	-	-	-	-	275,728	260,037	(15,692)
4700 Food Services	-	21,088	21,088	21,088	21,088	21,088	21,088	21,088	21,088	21,088	21,088	21,088	-	231,970	224,090	(7,880)
	20,627	96,861	96,861	96,861	96,861	95,270	40,124	40,124	40,124	40,124	40,124	40,124	-	744,085	707,061	(37,024)
Subagreement Services																
5101 Nursing	41	41	41	41	41	41	41	41	41	41	41	41	-	498	469	(28)
5102 Special Education	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	-	67,449	63,610	(3,838)
5105 Security	-	790	790	790	790	790	790	790	790	790	790	790	-	8,695	8,200	(495)
5106 Other Educational Consultants	-	-	88,645	88,645	88,645	88,645	88,645	88,645	88,645	88,645	88,645	88,645	-	886,448	836,000	(50,448)
	5,662	6,453	95,097	95,097	95,097	95,097	95,097	95,097	95,097	95,097	95,097	95,097	-	963,089	908,280	(54,809)
Operations and Housekeeping																
5201 Auto and Travel	-	490	490	490	490	490	490	490	490	490	490	490	-	5,387	5,080	(307)
5400 Insurance	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	-	48,313	45,563	(2,749)
5501 Utilities	18,161	18,161	18,161	18,161	18,161	18,161	18,161	18,161	18,161	18,161	18,161	18,161	-	217,931	205,529	(12,402)
5900 Communications	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	-	16,906	15,944	(962)
5901 Postage and Shipping	73	73	73	73	73	73	73	73	73	73	73	73	-	875	825	(50)
	23,669	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	24,158	-	289,411	272,941	(16,470)
Facilities, Repairs and Other Leases																
5601 Rent	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	-	1,816,950	1,816,950	-
5603 Equipment Leases	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	-	25,448	24,000	(1,448)
5610 Repairs and Maintenance	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	5,624	-	67,491	63,650	(3,841)
	159,157	159,157	159,157	159,157	159,157	159,157	159,157	159,157	159,157	159,157	159,157	159,157	-	1,909,889	1,904,600	(5,289)
Professional/Consulting Services																
5801 IT	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	7,745	-	92,935	87,646	(5,289)
5804 Professional Development	-	-	4,796	4,796	4,796	4,796	4,796	4,796	4,796	4,796	4,796	4,796	-	47,958	45,229	(2,729)
5805 General Consulting	-	-	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	-	31,810	30,000	(1,810)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	17,672	17,672	17,672	-	-	-	53,017	50,000	(3,017)
5809 Other taxes and fees	-	-	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	-	10,874	10,255	(619)
5811 Management Fee	110,964	110,964	110,964	110,964	110,964	110,964	110,964	110,964	110,964	110,964	110,964	110,964	-	1,331,572	1,285,256	(46,316)
5812 District Oversight Fee	-	4,548	4,548	8,476	8,187	8,187	8,476	8,187	8,777	9,095	8,777	8,777	9,076	95,112	88,375	(6,737)
5814 SPED Encroachment	-	822	822	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	4,079	19,044	17,494	(1,549)
	118,709	124,079	133,144	137,729	137,440	137,440	137,729	155,112	155,703	156,021	138,031	138,031	13,155	1,682,323	1,614,255	(68,067)
Depreciation																
6900 Depreciation Expense	496	496	496	496	496	496	496	496	496	496	496	496	-	5,950	5,794	(156)
	496	496	496	496	496	496	496	496	496	496	496	496	-	5,950	5,794	(156)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	490,946	1,039,959	1,137,668	1,142,254	1,141,965	1,140,374	1,097,719	1,112,052	1,106,542	1,103,809	1,108,714	1,108,714	13,155	12,743,872	12,473,825	(270,046)
Monthly Surplus (Deficit)	(490,946)	(555,882)	(602,930)	(228,881)	822,839	(188,775)	286,330	(216,774)	(115,634)	334,466	55,140	(125,593)	1,545,862	519,222	157,394	361,828

FY25-26 Budget: Navigator - Watsonville Prep**Monthly Cash Flow/Forecast FY26-27**

Revised 6/2/25

ADA = 597.84



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(490,946)	(555,882)	(602,930)	(228,881)	822,839	(188,775)	286,330	(216,774)	(115,634)	334,466	55,140	(125,593)	1,545,862	519,222		
Cash flows from operating activities																
Depreciation/Amortization	496	496	496	496	496	496	496	496	496	496	496	496	-	5,950		
Public Funding Receivables	1,060,876	-	420,162	-	196,971	95,878	126,252	-	-	-	-	-	(1,559,017)	341,122		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(13,971)	-	-	-	-	-	-	-	-	-	-	-	13,155	(815)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	(875)	(875)	(875)	(875)	(875)	(875)	(875)	(875)	(875)	(875)	(875)	(875)	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	555,580	(556,261)	(183,147)	(229,261)	1,019,431	(93,277)	412,202	(217,153)	(116,014)	334,087	54,760	(125,972)				
Cash, Beginning of Month	(975,570)	(419,990)	(976,251)	(1,159,398)	(1,388,659)	(369,228)	(462,505)	(50,303)	(267,456)	(383,470)	(49,384)	5,377				
Cash, End of Month	(419,990)	(976,251)	(1,159,398)	(1,388,659)	(369,228)	(462,505)	(50,303)	(267,456)	(383,470)	(49,384)	5,377	(120,595)				
Days Cash on Hand	-12.03	-27.97	-33.22	-39.79	-10.58	-13.25	-1.44	-7.66	-10.99	-1.42	0.15	-3.46				

FY25-26 Budget: Navigator - Watsonville Prep

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 597.84	
8011 LCFF State Aid	-	485,832	485,832	874,498	874,498	874,498	874,498	874,498	874,498	874,498	874,498	874,498	874,498	9,716,648	9,391,662	324,986
8012 Education Protection Account	-	-	-	28,952	-	-	28,952	-	-	31,772	-	-	29,892	119,568	119,568	-
	-	485,832	485,832	903,450	874,498	874,498	903,450	874,498	874,498	906,270	874,498	874,498	904,390	9,836,216	9,511,230	324,986
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	86,640	86,640	86,640	-
8220 Federal Child Nutrition	-	-	10,568	10,568	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	211,360	211,360	-
8290 Title I, Part A - Basic Low Income	-	-	32,443	-	-	32,443	-	-	32,443	-	-	-	32,443	129,774	129,774	-
8291 Title II, Part A - Teacher Quality	-	-	4,119	-	-	4,119	-	-	4,119	-	-	-	4,119	16,475	16,475	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	32,854	-	32,854	32,854	-
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	49,630	10,568	21,136	65,198	21,136	21,136	57,698	21,136	21,136	53,990	144,339	487,104	487,104	-
Other State Revenue																
8311 State Special Education	-	28,345	28,345	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	566,896	548,149	18,747
8520 Child Nutrition	-	-	1,066	1,066	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	2,131	21,315	20,610	705
8545 School Facilities (SB740)	-	-	-	-	-	-	420,643	-	-	-	210,322	-	210,322	841,286	838,033	-
8550 Mandated Cost	-	-	-	-	-	12,259	-	-	-	-	-	-	831	13,089	12,259	831
8560 State Lottery	-	-	-	-	-	-	40,803	-	-	40,803	-	-	81,605	163,210	163,210	-
8599 Other State Revenue	-	-	-	-	1,060,810	-	-	-	-	408,004	-	-	163,202	1,632,015	1,645,424	(13,408)
	-	28,345	29,411	52,086	1,113,962	65,411	514,598	53,152	53,152	501,958	263,474	53,152	509,111	3,237,812	3,227,684	6,874
Other Local Revenue																
8698 ASB Fundraising	-	1,854	1,854	4,820	4,078	4,078	4,078	4,078	4,078	4,078	4,078	-	-	37,076	37,076	-
	-	1,854	1,854	4,820	4,078	4,078	4,078	4,078	4,078	4,078	4,078	-	-	37,076	37,076	-
Total Revenue	-	516,031	566,727	970,925	2,013,675	1,009,186	1,443,263	952,865	989,427	1,433,443	1,163,186	981,641	1,557,840	13,598,208	13,263,094	335,114
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	183,560	183,560	183,560	183,560	183,560	183,560	183,560	183,560	183,560	183,560	183,560	-	2,019,156	1,999,164	(19,992)
1175 Teachers' Extra Duty/Stipends	19,348	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	20,833	20,833	-	74,382	72,384	(1,998)
1200 Pupil Support Salaries	-	37,157	37,157	37,157	37,157	37,157	37,157	37,157	37,157	37,157	37,157	37,157	-	408,732	404,685	(4,047)
1300 Administrators' Salaries	42,317	42,317	42,317	42,317	42,317	42,317	42,317	42,317	42,317	42,317	42,317	42,317	-	507,802	502,774	(5,028)
	61,665	264,519	264,519	264,519	264,519	264,519	264,519	264,519	264,519	264,519	283,867	283,867	-	3,010,072	2,979,008	(31,064)
Classified Salaries																
2100 Instructional Salaries	-	132,720	132,720	132,720	132,720	132,720	132,720	132,720	132,720	132,720	132,720	132,720	-	1,459,925	1,445,682	(14,243)
2200 Support Salaries	-	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	-	67,898	67,226	(672)
2400 Clerical and Office Staff Salaries	-	20,682	20,682	20,682	20,682	20,682	20,682	20,682	20,682	20,682	20,682	20,682	-	227,503	225,250	(2,253)
2900 Other Classified Salaries	-	44,857	44,857	44,857	44,857	44,857	44,857	44,857	44,857	44,857	44,857	44,857	-	493,430	488,545	(4,885)
	-	204,432	204,432	204,432	204,432	204,432	204,432	204,432	204,432	204,432	204,432	204,432	-	2,248,756	2,226,703	(22,053)
Benefits																
3101 STRS	11,664	50,555	50,555	50,555	50,555	50,555	50,555	50,555	50,555	50,555	54,130	54,130	-	574,924	568,991	(5,933)
3301 OASDI	-	12,675	12,675	12,675	12,675	12,675	12,675	12,675	12,675	12,675	12,675	12,675	-	139,423	138,056	(1,367)
3311 Medicare	885	6,802	6,802	6,802	6,802	6,802	6,802	6,802	6,802	6,802	7,074	7,074	-	76,253	75,483	(770)
3401 Health and Welfare	87,945	87,945	87,945	87,945	87,945	87,945	87,945	87,945	87,945	87,945	87,945	87,945	-	1,055,345	1,027,000	(28,345)
3501 State Unemployment	3,050	3,050	3,050	3,050	3,050	3,050	15,252	12,201	6,101	3,050	3,050	3,050	-	61,007	61,005	(2)
3601 Workers' Compensation	855	6,568	6,568	6,568	6,568	6,568	6,568	6,568	6,568	6,568	6,830	6,830	-	73,624	72,880	(744)
	104,400	167,596	167,596	167,596	167,596	167,596	179,798	176,747	170,646	167,596	171,704	171,704	-	1,980,576	1,943,414	(37,162)

FY25-26 Budget: Navigator - Watsonville Prep**Monthly Cash Flow/Forecast FY27-28**

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	1,634	1,634	1,634	1,634	1,634	-	-	-	-	-	-	-	-	8,172	7,953	(219)
4302 School Supplies	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	-	37,339	36,336	(1,003)
4305 Software	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	8,478	-	101,732	99,000	(2,732)
4310 Office Expense	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	-	91,200	88,751	(2,450)
4311 Business Meals	372	372	372	372	372	372	372	372	372	372	372	372	-	4,467	4,347	(120)
4400 Noncapitalized Equipment	-	56,668	56,668	56,668	56,668	56,668	-	-	-	-	-	-	-	283,338	275,728	(7,610)
4700 Food Services	-	21,152	21,152	21,152	21,152	21,152	21,152	21,152	21,152	21,152	21,152	21,152	-	232,675	231,970	(705)
	21,196	99,016	99,016	99,016	99,016	97,382	40,714	40,714	40,714	40,714	40,714	40,714	-	758,924	744,085	(14,839)
Subagreement Services																
5101 Nursing	43	43	43	43	43	43	43	43	43	43	43	43	-	512	498	(14)
5102 Special Education	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	-	69,310	67,449	(1,862)
5105 Security	-	812	812	812	812	812	812	812	812	812	812	812	-	8,935	8,695	(240)
5106 Other Educational Consultants	-	-	91,091	91,091	91,091	91,091	91,091	91,091	91,091	91,091	91,091	91,091	-	910,914	886,448	(24,466)
	5,818	6,631	97,722	97,722	97,722	97,722	97,722	97,722	97,722	97,722	97,722	97,722	-	989,670	963,089	(26,581)
Operations and Housekeeping																
5201 Auto and Travel	-	503	503	503	503	503	503	503	503	503	503	503	-	5,535	5,387	(149)
5400 Insurance	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	4,137	-	49,646	48,313	(1,333)
5501 Utilities	18,662	18,662	18,662	18,662	18,662	18,662	18,662	18,662	18,662	18,662	18,662	18,662	-	223,946	217,931	(6,015)
5900 Communications	1,448	1,448	1,448	1,448	1,448	1,448	1,448	1,448	1,448	1,448	1,448	1,448	-	17,373	16,906	(467)
5901 Postage and Shipping	75	75	75	75	75	75	75	75	75	75	75	75	-	899	875	(24)
	24,322	24,825	24,825	24,825	24,825	24,825	24,825	24,825	24,825	24,825	24,825	24,825	-	297,399	289,411	(7,988)
Facilities, Repairs and Other Leases																
5601 Rent	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	151,412	-	1,816,950	1,816,950	-
5603 Equipment Leases	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,179	-	26,151	25,448	(702)
5610 Repairs and Maintenance	5,779	5,779	5,779	5,779	5,779	5,779	5,779	5,779	5,779	5,779	5,779	5,779	-	69,354	67,491	(1,863)
	159,371	159,371	159,371	159,371	159,371	159,371	159,371	159,371	159,371	159,371	159,371	159,371	-	1,912,454	1,909,889	(2,565)
Professional/Consulting Services																
5801 IT	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	-	95,500	92,935	(2,565)
5804 Professional Development	-	-	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	4,928	-	49,282	47,958	(1,324)
5805 General Consulting	-	-	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	3,269	-	32,688	31,810	(878)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	18,160	18,160	18,160	-	-	-	54,480	53,017	(1,463)
5809 Other taxes and fees	-	-	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	11,174	10,874	(300)
5811 Management Fee	114,756	114,756	114,756	114,756	114,756	114,756	114,756	114,756	114,756	114,756	114,756	114,756	-	1,377,070	1,331,572	(45,498)
5812 District Oversight Fee	-	4,858	4,858	9,035	8,745	8,745	9,035	8,745	8,745	9,063	8,745	8,745	9,044	98,362	95,112	(3,250)
5814 SPED Encroachment	-	850	850	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	4,130	19,606	19,044	(562)
	122,714	128,423	137,737	142,594	142,304	142,304	142,594	160,464	160,464	160,782	142,304	142,304	13,174	1,738,163	1,682,323	(55,840)
Depreciation																
6900 Depreciation Expense	510	510	510	510	510	510	510	510	510	510	510	510	-	6,115	5,950	(164)
	510	510	510	510	510	510	510	510	510	510	510	510	-	6,115	5,950	(164)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	499,996	1,055,323	1,155,729	1,160,585	1,160,296	1,158,661	1,114,485	1,129,305	1,123,204	1,120,472	1,125,450	1,125,450	13,174	12,942,129	12,743,872	(198,257)
Monthly Surplus (Deficit)	(499,996)	(539,292)	(589,002)	(189,661)	853,379	(149,476)	328,778	(176,440)	(133,777)	312,972	37,737	(143,809)	1,544,667	656,079	519,222	136,856

FY25-26 Budget: Navigator - Watsonville Prep**Monthly Cash Flow/Forecast FY27-28**

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(499,996)	(539,292)	(589,002)	(189,661)	853,379	(149,476)	328,778	(176,440)	(133,777)	312,972	37,737	(143,809)	1,544,667	656,079		
Cash flows from operating activities																
Depreciation/Amortization	510	510	510	510	510	510	510	510	510	510	510	510	-	6,115		
Public Funding Receivables	930,825	209,508	81,605	-	-	-	337,078	-	-	-	-	-	(1,557,840)	1,177		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(13,155)	-	-	-	-	-	-	-	-	-	-	-	13,174	18		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	(12,175)	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	406,009	(341,449)	(519,062)	(201,326)	841,713	(161,141)	654,191	(188,106)	(145,443)	301,306	26,071	(155,475)				
Cash, Beginning of Month	(120,595)	285,413	(56,036)	(575,098)	(776,425)	65,289	(95,852)	558,338	370,233	224,790	526,096	552,167				
Cash, End of Month	285,413	(56,036)	(575,098)	(776,425)	65,289	(95,852)	558,338	370,233	224,790	526,096	552,167	396,692				
Days Cash on Hand	8.05	-1.58	-16.23	-21.91	1.84	-2.70	15.75	10.45	6.34	14.84	15.58	11.19				

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 541.44



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
ADA = 541.44																	
Revenues																	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	215,490	215,490	387,882	387,882	387,882	387,882	387,882	443,286	443,286	443,286	443,286	443,286	4,586,823	4,586,823	-
8012	Education Protection Account	-	-	27,072	-	-	27,072	-	-	27,072	-	-	-	27,072	108,288	108,288	-
8096	In Lieu of Property Taxes	-	107,308	214,616	143,077	143,077	143,077	143,077	143,077	288,704	144,352	144,352	144,352	144,352	1,903,421	1,903,421	-
		-	322,798	457,178	530,960	530,960	558,032	530,960	530,960	759,062	587,638	587,638	587,638	614,710	6,598,532	6,598,532	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	75,670	75,670	75,670	-
8220	Federal Child Nutrition	-	-	-	6,316	12,001	12,001	12,001	12,001	12,001	12,001	12,001	12,001	24,001	126,321	126,321	-
8290	Title I, Part A - Basic Low Income	-	-	25,475	-	-	76,426	-	-	-	-	-	-	-	101,901	101,901	-
8291	Title II, Part A - Teacher Quality	-	-	3,481	-	-	10,442	-	-	-	-	-	-	-	13,922	13,922	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	21,869	-	21,869	21,869	-
8296	Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	21,869	-	10,000	10,000	-
		-	-	31,456	6,316	12,001	106,368	12,001	12,001	12,001	12,001	12,001	33,870	99,671	349,683	349,683	-
Other State Revenue																	
8311	State Special Education	-	22,639	22,639	40,750	40,750	40,750	40,750	46,571	46,571	46,571	46,571	46,571	46,571	481,884	481,884	-
8520	Child Nutrition	-	-	-	598	1,136	1,136	1,136	1,136	1,136	1,136	1,136	1,136	2,272	11,957	11,957	-
8550	Mandated Cost	-	-	-	-	-	10,455	-	-	-	-	-	-	-	10,455	10,455	-
8560	State Lottery	-	-	-	-	-	-	34,722	-	-	34,722	-	-	78,370	147,813	147,813	-
8599	Other State Revenue	-	2,237	2,237	232,398	4,026	4,026	232,398	4,026	4,026	232,398	4,026	4,026	232,398	958,222	958,222	-
		-	24,876	24,876	273,746	45,912	56,367	309,005	45,912	51,733	314,826	51,733	51,733	359,611	1,610,330	1,610,330	-
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	97,005	-	97,005	97,005	-
8698	ASB Fundraising	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
		-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	97,005	-	156,855	156,855	-
Total Revenue																	
		-	350,666	516,502	818,802	595,456	727,350	858,549	595,456	829,379	921,048	657,955	770,245	1,073,991	8,715,400	8,715,400	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	165,604	165,604	165,604	165,604	165,604	165,604	165,604	165,604	165,604	165,604	165,604	-	1,821,647	1,821,647	-
1175	Teachers' Extra Duty/Stipends	5,000	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	6,317	6,317	-	29,489	29,489	-
1200	Pupil Support Salaries	-	38,189	38,189	38,189	38,189	38,189	38,189	38,189	38,189	38,189	38,189	38,189	-	420,084	420,084	-
1300	Administrators' Salaries	44,465	44,465	44,465	44,465	44,465	44,465	44,465	44,465	44,465	44,465	44,465	44,465	-	533,578	533,578	-
		49,465	249,576	249,576	249,576	249,576	249,576	249,576	249,576	249,576	249,576	254,576	254,576	-	2,804,798	2,804,798	-
Classified Salaries																	
2100	Instructional Salaries	-	124,721	124,721	124,721	124,721	124,721	124,721	124,721	124,721	124,721	124,721	124,721	-	1,371,936	1,371,936	-
2400	Clerical and Office Staff Salaries	-	22,554	22,554	22,554	22,554	22,554	22,554	22,554	22,554	22,554	22,554	22,554	-	248,099	248,099	-
2900	Other Classified Salaries	-	28,775	28,775	28,775	28,775	28,775	28,775	28,775	28,775	28,775	28,775	28,775	-	316,523	316,523	-
		-	176,051	176,051	176,051	176,051	176,051	176,051	176,051	176,051	176,051	176,051	176,051	-	1,936,558	1,936,558	-
Benefits																	
3101	STRS	9,448	47,669	47,669	47,669	47,669	47,669	47,669	47,669	47,669	47,669	48,624	48,624	-	535,716	535,716	-
3301	OASDI	-	10,915	10,915	10,915	10,915	10,915	10,915	10,915	10,915	10,915	10,915	10,915	-	120,067	120,067	-
3311	Medicare	717	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,244	6,244	-	68,750	68,750	-
3401	Health and Welfare	66,000	66,000	66,000	66,000	66,000	66,000	66,000	66,000	66,000	66,000	66,000	66,000	-	792,000	792,000	-
3501	State Unemployment	2,403	2,403	2,403	2,403	2,403	2,403	12,013	9,610	4,805	2,403	2,403	2,403	-	48,052	48,052	-
3601	Workers' Compensation	693	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	5,959	6,029	6,029	-	66,379	66,379	-
		79,260	139,117	139,117	139,117	139,117	139,117	148,728	146,325	141,520	139,117	140,215	140,215	-	1,630,964	1,630,964	-

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 541.44



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4200	Books and Other Materials	900	900	900	900	900	-	-	-	-	-	-	-	-	4,500	4,500	-
4302	School Supplies	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	-	46,753	46,753	-
4305	Software	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	-	105,203	105,203	-
4310	Office Expense	7,547	7,547	7,547	7,547	7,547	7,547	7,547	7,547	7,547	7,547	7,547	7,547	-	90,569	90,569	-
4311	Business Meals	488	488	488	488	488	488	488	488	488	488	488	488	-	5,850	5,850	-
4400	Noncapitalized Equipment	-	23,610	23,610	23,610	23,610	23,610	-	-	-	-	-	-	-	118,052	118,052	-
4700	Food Services	-	12,571	12,571	12,571	12,571	12,571	12,571	12,571	12,571	12,571	12,571	12,571	-	138,278	138,278	-
		21,598	57,779	57,779	57,779	57,779	56,879	33,269	33,269	33,269	33,269	33,269	33,269	-	509,204	509,204	-
Subagreement Services																	
5101	Nursing	158	158	158	158	158	158	158	158	158	158	158	158	-	1,900	1,900	-
5102	Special Education	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	-	152,864	152,864	-
5105	Security	-	341	341	341	341	341	341	341	341	341	341	341	-	3,750	3,750	-
		12,897	13,238	13,238	13,238	13,238	13,238	13,238	13,238	13,238	13,238	13,238	13,238	-	158,514	158,514	-
Operations and Housekeeping																	
5201	Auto and Travel	-	327	327	327	327	327	327	327	327	327	327	327	-	3,600	3,600	-
5400	Insurance	4,376	4,376	4,376	4,376	4,376	4,376	4,376	4,376	4,376	4,376	4,376	4,376	-	52,515	52,515	-
5501	Utilities	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	-	67,713	67,713	-
5900	Communications	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	-	13,362	13,362	-
5901	Postage and Shipping	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
		11,149	11,476	11,476	11,476	11,476	11,476	11,476	11,476	11,476	11,476	11,476	11,476	-	137,390	137,390	-
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-
5610	Repairs and Maintenance	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	-	22,540	22,540	-
		3,878	3,878	3,878	3,878	3,878	3,878	3,878	3,878	3,878	3,878	3,878	3,878	-	46,540	46,540	-
Professional/Consulting Services																	
5801	IT	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	-	79,141	79,141	-
5804	Professional Development	-	-	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	-	13,233	13,233	-
5805	General Consulting	-	-	800	800	800	800	800	800	800	800	800	800	-	8,000	8,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	3,571	3,571	3,571	-	-	14,286	-	-	25,000	25,000	-
5809	Other taxes and fees	-	-	247	247	247	247	247	247	247	247	247	247	-	2,470	2,470	-
5811	Management Fee	80,983	80,983	80,983	80,983	80,983	80,983	80,983	80,983	80,983	80,983	80,983	80,983	-	971,794	971,794	-
5812	District Oversight Fee	-	9,684	13,715	15,929	15,929	16,741	15,929	15,929	22,772	17,629	17,629	17,629	18,441	197,956	197,956	-
5814	SPED Encroachment	-	679	679	1,223	1,223	1,223	1,223	1,223	1,397	1,397	1,397	1,397	3,667	16,727	16,727	-
		87,578	97,941	104,343	107,100	107,100	111,483	110,671	110,671	114,117	108,975	123,260	108,975	22,109	1,314,321	1,314,321	-
Depreciation																	
6900	Depreciation Expense	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	-	25,519	25,519	-
		2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	-	25,519	25,519	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		267,952	751,183	757,585	760,341	760,341	763,825	749,013	746,610	745,251	737,706	758,089	743,803	22,109	8,563,808	8,563,808	-
Monthly Surplus (Deficit)		(267,952)	(400,516)	(241,082)	58,461	(164,885)	(36,475)	109,536	(151,154)	84,128	183,342	(100,134)	26,442	1,051,883	151,592	151,592	-

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 541.44



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(267,952)	(400,516)	(241,082)	58,461	(164,885)	(36,475)	109,536	(151,154)	84,128	183,342	(100,134)	26,442	1,051,883	151,592		
Cash flows from operating activities																
Depreciation/Amortization	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127	-	25,519		
Public Funding Receivables	1,167,931	-	290,868	-	-	66,646	(78,405)	-	-	-	-	-	(1,073,991)	373,050		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(271,257)	(271,257)	(271,257)	-	-	-	-	-	-	-	-	-	22,109	(791,661)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	630,849	(669,646)	(219,344)	60,587	(162,759)	32,298	33,258	(149,028)	86,254	185,469	(98,008)	28,568				
Cash, Beginning of Month	208	631,057	(38,589)	(257,933)	(197,346)	(360,105)	(327,807)	(294,549)	(443,577)	(357,322)	(171,854)	(269,861)				
Cash, End of Month	<u>631,057</u>	<u>(38,589)</u>	<u>(257,933)</u>	<u>(197,346)</u>	<u>(360,105)</u>	<u>(327,807)</u>	<u>(294,549)</u>	<u>(443,577)</u>	<u>(357,322)</u>	<u>(171,854)</u>	<u>(269,861)</u>	<u>(241,293)</u>				
15%	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571	1,284,571				
Days Cash on Hand	26.98	(1.65)	(11.03)	(8.44)	(15.39)	(14.01)	(12.59)	(18.96)	(15.28)	(7.35)	(11.54)	(10.31)				

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 541.44



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 541.44																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	239,303	239,303	430,746	430,746	430,746	430,746	430,746	430,746	430,746	430,746	430,746	430,746	4,786,067	4,586,823	199,244
8012 Education Protection Account	-	-	-	27,072	-	-	27,072	-	-	27,072	-	-	27,072	108,288	108,288	-
8096 In Lieu of Property Taxes	-	114,205	228,411	152,274	152,274	152,274	152,274	152,274	266,479	133,239	133,239	133,239	133,239	1,903,421	1,903,421	-
	-	353,509	467,714	610,092	583,020	583,020	610,092	583,020	697,225	591,058	563,986	563,986	591,058	6,797,776	6,598,532	199,244
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	81,014	81,014	75,670	5,345
8220 Federal Child Nutrition	-	-	6,316	6,316	12,632	12,632	12,632	12,632	12,632	12,632	12,632	12,632	12,632	126,321	126,321	-
8290 Title I, Part A - Basic Low Income	-	-	25,475	-	-	25,475	-	-	25,475	-	-	-	25,475	101,901	101,901	-
8291 Title II, Part A - Teacher Quality	-	-	3,481	-	-	3,481	-	-	3,481	-	-	-	3,481	13,922	13,922	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	21,869	-	21,869	21,869	-
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	37,772	6,316	12,632	49,088	12,632	12,632	41,588	12,632	12,632	34,501	122,602	355,028	349,683	5,345
Other State Revenue																
8311 State Special Education	-	24,822	24,822	44,679	44,679	44,679	44,679	44,679	44,679	44,679	44,679	44,679	44,679	496,437	481,884	14,553
8520 Child Nutrition	-	-	616	616	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	12,318	11,957	361
8550 Mandated Cost	-	-	-	-	-	11,463	-	-	-	-	-	-	-	11,463	10,455	1,008
8560 State Lottery	-	-	-	-	-	-	36,953	-	-	36,953	-	-	73,907	147,813	147,813	-
8599 Other State Revenue	-	-	-	-	624,284	-	-	-	-	240,109	-	-	96,044	960,437	958,222	2,215
	-	24,822	25,438	45,295	670,195	57,374	82,864	45,911	45,911	322,974	45,911	45,911	215,861	1,628,467	1,610,330	18,137
Other Local Revenue																
8698 ASB Fundraising	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	156,855	(97,005)
Total Revenue	-	381,323	533,916	669,483	1,272,431	696,065	712,172	648,146	791,307	933,247	629,112	644,398	929,521	8,841,121	8,715,400	125,721
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	167,260	167,260	167,260	167,260	167,260	167,260	167,260	167,260	167,260	167,260	167,260	-	1,839,864	1,821,647	(18,216)
1175 Teachers' Extra Duty/Stipends	9,488	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	11,988	11,988	-	55,960	29,489	(26,471)
1200 Pupil Support Salaries	-	38,571	38,571	38,571	38,571	38,571	38,571	38,571	38,571	38,571	38,571	38,571	-	424,285	420,084	(4,201)
1300 Administrators' Salaries	44,909	44,909	44,909	44,909	44,909	44,909	44,909	44,909	44,909	44,909	44,909	44,909	-	538,914	533,578	(5,336)
	54,398	253,241	253,241	253,241	253,241	253,241	253,241	253,241	253,241	253,241	262,729	262,729	-	2,859,022	2,804,798	(54,224)
Classified Salaries																
2100 Instructional Salaries	-	125,969	125,969	125,969	125,969	125,969	125,969	125,969	125,969	125,969	125,969	125,969	-	1,385,655	1,371,936	(13,719)
2400 Clerical and Office Staff Salaries	-	22,780	22,780	22,780	22,780	22,780	22,780	22,780	22,780	22,780	22,780	22,780	-	250,580	248,099	(2,481)
2900 Other Classified Salaries	-	29,063	29,063	29,063	29,063	29,063	29,063	29,063	29,063	29,063	29,063	29,063	-	319,688	316,523	(3,165)
	-	177,811	177,811	177,811	177,811	177,811	177,811	177,811	177,811	177,811	177,811	177,811	-	1,955,923	1,936,558	(19,366)
Benefits																
3101 STRS	9,630	48,591	48,591	48,591	48,591	48,591	48,591	48,591	48,591	48,591	49,564	49,564	-	546,073	535,716	(10,357)
3301 OASDI	-	11,024	11,024	11,024	11,024	11,024	11,024	11,024	11,024	11,024	11,024	11,024	-	121,267	120,067	(1,201)
3311 Medicare	728	6,267	6,267	6,267	6,267	6,267	6,267	6,267	6,267	6,267	6,341	6,341	-	69,817	68,750	(1,067)
3401 Health and Welfare	67,782	67,782	67,782	67,782	67,782	67,782	67,782	67,782	67,782	67,782	67,782	67,782	-	813,384	792,000	(21,384)
3501 State Unemployment	2,403	2,403	2,403	2,403	2,403	2,403	12,014	9,612	4,806	2,403	2,403	2,403	-	48,058	48,052	(5)
3601 Workers' Compensation	703	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,051	6,122	6,122	-	67,409	66,379	(1,030)
	81,247	142,118	142,118	142,118	142,118	142,118	151,730	149,327	144,521	142,118	143,237	143,237	-	1,666,008	1,630,964	(35,044)

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 541.44



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	924	924	924	924	924	-	-	-	-	-	-	-	-	4,622	4,500	(122)
4302 School Supplies	4,001	4,001	4,001	4,001	4,001	4,001	4,001	4,001	4,001	4,001	4,001	4,001	-	48,015	46,753	(1,262)
4305 Software	9,004	9,004	9,004	9,004	9,004	9,004	9,004	9,004	9,004	9,004	9,004	9,004	-	108,043	105,203	(2,840)
4310 Office Expense	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	-	93,014	90,569	(2,445)
4311 Business Meals	501	501	501	501	501	501	501	501	501	501	501	501	-	6,008	5,850	(158)
4400 Noncapitalized Equipment	-	24,248	24,248	24,248	24,248	24,248	-	-	-	-	-	-	-	121,239	118,052	(3,187)
4700 Food Services	-	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	-	138,639	138,278	(361)
	22,181	59,032	59,032	59,032	59,032	58,108	33,860	33,860	33,860	33,860	33,860	33,860	-	519,580	509,204	(10,376)
Subagreement Services																
5101 Nursing	163	163	163	163	163	163	163	163	163	163	163	163	-	1,951	1,900	(51)
5102 Special Education	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	-	156,991	152,864	(4,127)
5105 Security	-	350	350	350	350	350	350	350	350	350	350	350	-	3,851	3,750	(101)
	13,245	13,595	13,595	13,595	13,595	13,595	13,595	13,595	13,595	13,595	13,595	13,595	-	162,794	158,514	(4,280)
Operations and Housekeeping																
5201 Auto and Travel	-	336	336	336	336	336	336	336	336	336	336	336	-	3,697	3,600	(97)
5400 Insurance	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	-	53,933	52,515	(1,418)
5501 Utilities	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	5,795	-	69,541	67,713	(1,828)
5900 Communications	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	-	13,723	13,362	(361)
5901 Postage and Shipping	17	17	17	17	17	17	17	17	17	17	17	17	-	205	200	(5)
	11,450	11,786	11,786	11,786	11,786	11,786	11,786	11,786	11,786	11,786	11,786	11,786	-	141,100	137,390	(3,710)
Facilities, Repairs and Other Leases																
5603 Equipment Leases	2,054	2,054	2,054	2,054	2,054	2,054	2,054	2,054	2,054	2,054	2,054	2,054	-	24,648	24,000	(648)
5610 Repairs and Maintenance	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	23,149	22,540	(609)
	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-	47,797	46,540	(1,257)
Professional/Consulting Services																
5801 IT	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	6,773	-	81,277	79,141	(2,137)
5804 Professional Development	-	-	1,359	1,359	1,359	1,359	1,359	1,359	1,359	1,359	1,359	1,359	-	13,590	13,233	(357)
5805 General Consulting	-	-	822	822	822	822	822	822	822	822	822	822	-	8,216	8,000	(216)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	8,558	8,558	8,558	-	-	-	25,675	25,000	(675)
5809 Other taxes and fees	-	-	254	254	254	254	254	254	254	254	254	254	-	2,537	2,470	(67)
5811 Management Fee	79,307	79,307	79,307	79,307	79,307	79,307	79,307	79,307	79,307	79,307	79,307	79,307	-	951,689	971,794	20,106
5812 District Oversight Fee	-	10,605	14,031	18,303	17,491	17,491	18,303	17,491	20,917	17,732	16,920	16,920	17,732	203,933	197,956	(5,977)
5814 SPED Encroachment	-	745	745	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	3,771	17,324	16,727	(597)
	86,081	97,430	103,291	108,158	107,346	107,346	108,158	115,904	119,330	116,145	106,775	106,775	21,503	1,304,241	1,314,321	10,080
Depreciation																
6900 Depreciation Expense	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	-	26,208	25,519	(689)
	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	-	26,208	25,519	(689)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	274,769	761,182	767,042	771,909	771,097	770,173	756,349	761,692	760,312	754,724	755,961	755,961	21,503	8,682,673	8,563,808	(118,865)
Monthly Surplus (Deficit)	(274,769)	(379,859)	(233,126)	(102,426)	501,333	(74,108)	(44,177)	(113,546)	30,995	178,522	(126,848)	(111,563)	908,019	158,448	151,592	6,856

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 541.44



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(274,769)	(379,859)	(233,126)	(102,426)	501,333	(74,108)	(44,177)	(113,546)	30,995	178,522	(126,848)	(111,563)	908,019	158,448		
Cash flows from operating activities																
Depreciation/Amortization	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	2,184	-	26,208		
Public Funding Receivables	640,983	-	232,398	-	-	78,370	122,241	-	-	-	-	-	(929,521)	144,470		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(22,109)	-	-	-	-	-	-	-	-	-	-	-	21,503	(606)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	346,289	(377,675)	1,455	(100,242)	503,517	6,446	80,248	(111,362)	33,179	180,706	(124,664)	(109,379)				
Cash, Beginning of Month	(241,293)	104,996	(272,678)	(271,223)	(371,465)	132,052	138,498	218,746	107,384	140,563	321,270	196,605				
Cash, End of Month	104,996	(272,678)	(271,223)	(371,465)	132,052	138,498	218,746	107,384	140,563	321,270	196,605	87,227				
Days Cash on Hand	4.43	-11.50	-11.44	-15.66	5.57	5.84	9.22	4.53	5.93	13.55	8.29	3.68				

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 541.44	
8011 LCFF State Aid	-	267,339	267,339	481,210	481,210	481,210	481,210	481,210	592,601	592,601	592,601	592,601	592,601	5,903,732	4,786,067	1,117,665
8012 Education Protection Account	-	-	-	27,072	-	-	27,072	-	-	27,072	-	-	38,352	119,568	108,288	11,280
8096 In Lieu of Property Taxes	-	126,102	252,203	168,136	168,136	168,136	168,136	168,136	294,237	147,119	147,119	147,119	147,119	2,101,695	1,903,421	198,274
	-	393,441	519,542	676,417	649,345	649,345	676,417	649,345	886,838	766,792	739,720	739,720	778,072	8,124,995	6,797,776	1,327,219
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	89,453	89,453	81,014	8,439
8220 Federal Child Nutrition	-	-	6,974	6,974	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	139,480	126,321	13,158
8290 Title I, Part A - Basic Low Income	-	-	28,129	-	-	28,129	-	-	28,129	-	-	-	28,129	112,516	101,901	10,615
8291 Title II, Part A - Teacher Quality	-	-	3,843	-	-	3,843	-	-	3,843	-	-	-	3,843	15,372	13,922	1,450
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	21,869	2,278	24,147	21,869	2,278
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	41,446	6,974	13,948	53,420	13,948	13,948	45,920	13,948	13,948	35,817	137,651	390,968	355,028	35,940
Other State Revenue																
8311 State Special Education	-	28,345	28,345	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	51,021	566,896	496,437	70,459
8520 Child Nutrition	-	-	703	703	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	14,066	12,318	1,748
8550 Mandated Cost	-	-	-	-	-	11,463	-	-	-	-	-	-	392	11,855	11,463	392
8560 State Lottery	-	-	-	-	-	-	40,803	-	-	40,803	-	-	81,605	163,210	147,813	15,397
8599 Other State Revenue	-	-	-	-	685,751	-	-	-	-	263,750	-	-	105,500	1,055,001	960,437	94,564
	-	28,345	29,048	51,724	738,178	63,890	93,230	52,427	52,427	356,980	52,427	52,427	239,924	1,811,027	1,628,467	182,560
Other Local Revenue																
8698 ASB Fundraising	-	3,304	3,304	8,591	7,269	7,269	7,269	7,269	7,269	7,269	7,269	-	-	66,084	59,850	6,234
	-	3,304	3,304	8,591	7,269	7,269	7,269	7,269	7,269	7,269	7,269	-	-	66,084	59,850	6,234
Total Revenue	-	425,090	593,340	743,706	1,408,741	773,925	790,864	722,990	992,455	1,144,989	813,364	827,964	1,155,648	10,393,075	8,841,121	1,551,954
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	168,933	168,933	168,933	168,933	168,933	168,933	168,933	168,933	168,933	168,933	168,933	-	1,858,262	1,839,864	(18,399)
1175 Teachers' Extra Duty/Stipends	9,750	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	2,568	12,319	12,319	-	57,504	55,960	(1,544)
1200 Pupil Support Salaries	-	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	38,957	-	428,528	424,285	(4,243)
1300 Administrators' Salaries	45,359	45,359	45,359	45,359	45,359	45,359	45,359	45,359	45,359	45,359	45,359	45,359	-	544,303	538,914	(5,389)
	55,109	255,817	255,817	255,817	255,817	255,817	255,817	255,817	255,817	255,817	265,567	265,567	-	2,888,598	2,859,022	(29,575)
Classified Salaries																
2100 Instructional Salaries	-	126,649	126,649	126,649	126,649	126,649	126,649	126,649	126,649	126,649	126,649	126,649	-	1,393,139	1,385,655	(7,484)
2400 Clerical and Office Staff Salaries	-	23,008	23,008	23,008	23,008	23,008	23,008	23,008	23,008	23,008	23,008	23,008	-	253,085	250,580	(2,506)
2900 Other Classified Salaries	-	29,353	29,353	29,353	29,353	29,353	29,353	29,353	29,353	29,353	29,353	29,353	-	322,885	319,688	(3,197)
	-	179,010	179,010	179,010	179,010	179,010	179,010	179,010	179,010	179,010	179,010	179,010	-	1,969,110	1,955,923	(13,187)
Benefits																
3101 STRS	9,730	49,093	49,093	49,093	49,093	49,093	49,093	49,093	49,093	49,093	50,077	50,077	-	551,722	546,073	(5,649)
3301 OASDI	-	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099	-	122,085	121,267	(818)
3311 Medicare	735	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,397	6,397	-	70,437	69,817	(620)
3401 Health and Welfare	69,653	69,653	69,653	69,653	69,653	69,653	69,653	69,653	69,653	69,653	69,653	69,653	-	835,833	813,384	(22,449)
3501 State Unemployment	2,403	2,403	2,403	2,403	2,403	2,403	12,016	9,613	4,806	2,403	2,403	2,403	-	48,063	48,058	(5)
3601 Workers' Compensation	710	6,105	6,105	6,105	6,105	6,105	6,105	6,105	6,105	6,105	6,177	6,177	-	68,008	67,409	(599)
	83,230	144,676	144,676	144,676	144,676	144,676	154,288	151,885	147,079	144,676	145,805	145,805	-	1,696,148	1,666,008	(30,140)

FY25-26 Budget: Navigator - Hollister Prep

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	1,049	1,049	1,049	1,049	1,049	-	-	-	-	-	-	-	-	5,244	4,622	(622)
4302 School Supplies	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	-	54,480	48,015	(6,465)
4305 Software	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	-	122,590	108,043	(14,547)
4310 Office Expense	8,795	8,795	8,795	8,795	8,795	8,795	8,795	8,795	8,795	8,795	8,795	8,795	-	105,538	93,014	(12,524)
4311 Business Meals	568	568	568	568	568	568	568	568	568	568	568	568	-	6,817	6,008	(809)
4400 Noncapitalized Equipment	-	27,513	27,513	27,513	27,513	27,513	-	-	-	-	-	-	-	137,563	121,239	(16,324)
4700 Food Services	-	13,959	13,959	13,959	13,959	13,959	13,959	13,959	13,959	13,959	13,959	13,959	-	153,546	138,639	(14,907)
	25,167	66,639	66,639	66,639	66,639	65,590	38,077	38,077	38,077	38,077	38,077	38,077	-	585,778	519,580	(66,197)
Subagreement Services																
5101 Nursing	185	185	185	185	185	185	185	185	185	185	185	185	-	2,214	1,951	(263)
5102 Special Education	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	-	178,129	156,991	(21,138)
5105 Security	-	397	397	397	397	397	397	397	397	397	397	397	-	4,370	3,851	(519)
	15,029	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	15,426	-	184,712	162,794	(21,919)
Operations and Housekeeping																
5201 Auto and Travel	-	381	381	381	381	381	381	381	381	381	381	381	-	4,195	3,697	(498)
5400 Insurance	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	-	61,195	53,933	(7,262)
5501 Utilities	6,575	6,575	6,575	6,575	6,575	6,575	6,575	6,575	6,575	6,575	6,575	6,575	-	78,905	69,541	(9,363)
5900 Communications	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	-	15,570	13,723	(1,848)
5901 Postage and Shipping	19	19	19	19	19	19	19	19	19	19	19	19	-	233	205	(28)
	12,992	13,373	13,373	13,373	13,373	13,373	13,373	13,373	13,373	13,373	13,373	13,373	-	160,098	141,100	(18,998)
Facilities, Repairs and Other Leases																
5603 Equipment Leases	2,331	2,331	2,331	2,331	2,331	2,331	2,331	2,331	2,331	2,331	2,331	2,331	-	27,967	24,648	(3,319)
5610 Repairs and Maintenance	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	2,189	-	26,265	23,149	(3,117)
	4,519	4,519	4,519	4,519	4,519	4,519	4,519	4,519	4,519	4,519	4,519	4,519	-	54,232	47,797	(6,435)
Professional/Consulting Services																
5801 IT	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	-	92,221	81,277	(10,943)
5804 Professional Development	-	-	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	-	15,420	13,590	(1,830)
5805 General Consulting	-	-	932	932	932	932	932	932	932	932	932	932	-	9,322	8,216	(1,106)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	9,711	9,711	9,711	-	-	-	29,132	25,675	(3,457)
5809 Other taxes and fees	-	-	288	288	288	288	288	288	288	288	288	288	-	2,879	2,537	(342)
5811 Management Fee	94,792	94,792	94,792	94,792	94,792	94,792	94,792	94,792	94,792	94,792	94,792	94,792	-	1,137,499	951,689	(185,811)
5812 District Oversight Fee	-	11,803	15,586	20,293	19,480	19,480	20,293	19,480	26,605	23,004	22,192	22,192	23,342	243,750	203,933	(39,817)
5814 SPED Encroachment	-	850	850	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	4,214	19,690	17,324	(2,367)
	102,477	115,130	121,675	127,062	126,250	126,250	127,062	135,960	143,085	139,484	128,961	128,961	27,556	1,549,913	1,304,241	(245,672)
Depreciation																
6900 Depreciation Expense	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	-	26,931	26,208	(723)
	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	-	26,931	26,208	(723)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	300,767	796,835	803,380	808,766	807,954	806,905	789,817	796,313	798,631	792,627	792,984	792,984	27,556	9,115,520	8,682,673	(432,847)
Monthly Surplus (Deficit)	(300,767)	(371,745)	(210,039)	(65,060)	600,786	(32,981)	1,047	(73,323)	193,823	352,362	20,380	34,980	1,128,091	1,277,555	158,448	1,119,107

FY25-26 Budget: Navigator - Hollister Prep**Monthly Cash Flow/Forecast FY27-28**

Revised 6/2/25

ADA = 597.84



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(300,767)	(371,745)	(210,039)	(65,060)	600,786	(32,981)	1,047	(73,323)	193,823	352,362	20,380	34,980	1,128,091	1,277,555		
Cash flows from operating activities																
Depreciation/Amortization	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	2,244	-	26,931		
Public Funding Receivables	604,921	-	73,907	-	-	-	250,693	-	-	-	-	-	(1,155,648)	(226,126)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(21,503)	-	-	-	-	-	-	-	-	-	-	-	27,556	6,054		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	284,896	(369,501)	(133,888)	(62,816)	603,031	(30,737)	253,984	(71,079)	196,068	354,606	22,625	37,224				
Cash, Beginning of Month	87,227	372,122	2,621	(131,267)	(194,083)	408,948	378,211	632,196	561,117	757,185	1,111,791	1,134,416				
Cash, End of Month	372,122	2,621	(131,267)	(194,083)	408,948	378,211	632,196	561,117	757,185	1,111,791	1,134,416	1,171,640				
Days Cash on Hand	14.94	0.11	-5.27	-7.79	16.42	15.19	25.39	22.53	30.41	44.65	45.56	47.05				

FY25-26 Budget: Navigator - Gilroy Prep**Monthly Cash Flow/Budget FY25-26**

Revised 6/2/25

Actuals Through:

ADA = 579.04



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 579.04	
8011 LCFF State Aid	-	178,811	178,811	321,860	321,860	321,860	321,860	321,860	352,076	352,076	352,076	352,076	352,076	3,727,303	3,727,303	-
8012 Education Protection Account	-	-	28,952	-	-	28,952	-	-	28,952	-	-	-	28,952	115,808	115,808	-
8096 In Lieu of Property Taxes	-	191,110	382,221	254,814	254,814	254,814	254,814	254,814	490,776	245,388	245,388	245,388	245,388	3,319,729	3,319,729	-
	-	369,922	589,984	576,674	576,674	605,626	576,674	576,674	871,804	597,464	597,464	597,464	626,416	7,162,840	7,162,840	-
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	82,562	82,562	82,562	-
8220 Federal Child Nutrition	-	-	-	6,047	11,490	11,490	11,490	11,490	11,490	11,490	11,490	11,490	22,980	120,947	120,947	-
8290 Title I, Part A - Basic Low Income	-	-	18,840	-	-	56,521	-	-	-	-	-	-	-	75,361	75,361	-
8291 Title II, Part A - Teacher Quality	-	-	3,278	-	-	9,835	-	-	-	-	-	-	-	13,113	13,113	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	19,773	-	19,773	19,773	-
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	\$0	10,000	10,000	-
	-	-	24,619	6,047	11,490	85,345	11,490	11,490	11,490	11,490	11,490	31,263	105,541	321,755	321,755	-
Other State Revenue																
8311 State Special Education	-	24,723	24,723	44,501	44,501	44,501	44,501	44,501	48,679	48,679	48,679	48,679	48,679	515,348	515,348	-
8520 Child Nutrition	-	-	-	572	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	2,175	11,448	11,448	-
8550 Mandated Cost	-	-	-	-	-	11,417	-	-	-	-	-	-	-	11,417	11,417	-
8560 State Lottery	-	-	-	-	-	-	37,918	-	-	-	-	-	82,243	158,078	158,078	-
8599 Other State Revenue	-	2,392	2,392	182,623	4,306	4,306	182,623	4,306	4,306	182,623	4,306	4,306	182,623	761,111	761,111	-
	-	27,115	27,115	227,697	49,895	61,312	266,130	49,895	54,072	270,307	54,072	54,072	315,720	1,457,402	1,457,402	-
Other Local Revenue																
8690 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	103,934	-	103,934	103,934	-
8698 ASB Fundraising	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	103,934	-	163,784	163,784	-
Total Revenue	-	400,029	644,710	818,199	644,642	758,867	860,877	644,642	943,950	885,845	669,610	786,733	1,047,677	9,105,780	9,105,780	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	190,840	190,840	190,840	190,840	190,840	190,840	190,840	190,840	190,840	190,840	190,840	-	2,099,235	2,099,235	-
1175 Teachers' Extra Duty/Stipends	5,000	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	6,344	6,344	-	29,789	29,789	-
1200 Pupil Support Salaries	-	18,928	18,928	18,928	18,928	18,928	18,928	18,928	18,928	18,928	18,928	18,928	-	208,205	208,205	-
1300 Administrators' Salaries	45,139	45,139	45,139	45,139	45,139	45,139	45,139	45,139	45,139	45,139	45,139	45,139	-	541,670	541,670	-
	50,139	256,251	256,251	256,251	256,251	256,251	256,251	256,251	256,251	256,251	261,251	261,251	-	2,878,898	2,878,898	-
Classified Salaries																
2100 Instructional Salaries	-	125,799	125,799	125,799	125,799	125,799	125,799	125,799	125,799	125,799	125,799	125,799	-	1,383,789	1,383,789	-
2200 Support Salaries	-	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	-	68,640	68,640	-
2400 Clerical and Office Staff Salaries	-	20,731	20,731	20,731	20,731	20,731	20,731	20,731	20,731	20,731	20,731	20,731	-	228,040	228,040	-
2900 Other Classified Salaries	-	36,512	36,512	36,512	36,512	36,512	36,512	36,512	36,512	36,512	36,512	36,512	-	401,636	401,636	-
	-	189,282	189,282	189,282	189,282	189,282	189,282	189,282	189,282	189,282	189,282	189,282	-	2,082,105	2,082,105	-
Benefits																
3101 STRS	9,577	48,944	48,944	48,944	48,944	48,944	48,944	48,944	48,944	48,944	49,899	49,899	-	549,870	549,870	-
3301 OASDI	-	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	129,090	129,090	-
3311 Medicare	727	6,460	6,460	6,460	6,460	6,460	6,460	6,460	6,460	6,460	6,533	6,533	-	71,935	71,935	-
3401 Health and Welfare	74,000	74,000	74,000	74,000	74,000	74,000	74,000	74,000	74,000	74,000	74,000	74,000	-	888,000	888,000	-
3501 State Unemployment	2,693	2,693	2,693	2,693	2,693	2,693	13,467	10,773	5,387	2,693	2,693	2,693	-	53,867	53,867	-
3601 Workers' Compensation	702	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,307	6,307	-	69,454	69,454	-
	87,699	150,070	150,070	150,070	150,070	150,070	160,844	158,151	152,764	150,070	151,168	151,168	-	1,762,216	1,762,216	-

FY25-26 Budget: Navigator - Gilroy Prep**Monthly Cash Flow/Budget FY25-26**

Revised 6/2/25

Actuals Through:

ADA = 579.04



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4200	Books and Other Materials	1,800	1,800	1,800	1,800	1,800	-	-	-	-	-	-	-	-	9,000	9,000	-
4302	School Supplies	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	-	44,795	44,795	-
4305	Software	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	-	22,173	22,173	-
4310	Office Expense	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	-	80,400	80,400	-
4311	Business Meals	679	679	679	679	679	679	679	679	679	679	679	679	-	8,150	8,150	-
4400	Noncapitalized Equipment	-	25,210	25,210	25,210	25,210	25,210	-	-	-	-	-	-	-	126,051	126,051	-
4700	Food Services	-	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	12,036	-	132,395	132,395	-
		14,760	52,006	52,006	52,006	52,006	50,206	24,996	24,996	24,996	24,996	24,996	24,996	-	422,963	422,963	-
Subagreement Services																	
5101	Nursing	195	195	195	195	195	195	195	195	195	195	195	195	-	2,340	2,340	-
5102	Special Education	18,174	18,174	18,174	18,174	18,174	18,174	18,174	18,174	18,174	18,174	18,174	18,174	-	218,088	218,088	-
5105	Security	-	432	432	432	432	432	432	432	432	432	432	432	-	4,750	4,750	-
		18,369	18,801	18,801	18,801	18,801	18,801	18,801	18,801	18,801	18,801	18,801	18,801	-	225,178	225,178	-
Operations and Housekeeping																	
5201	Auto and Travel	-	333	333	333	333	333	333	333	333	333	333	333	-	3,660	3,660	-
5400	Insurance	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	4,679	-	56,147	56,147	-
5501	Utilities	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	-	17,370	17,370	-
5900	Communications	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	-	16,344	16,344	-
5901	Postage and Shipping	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
		7,530	7,863	7,863	7,863	7,863	7,863	7,863	7,863	7,863	7,863	7,863	7,863	-	94,021	94,021	-
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	12,000	12,000	-
5610	Repairs and Maintenance	9,154	9,154	9,154	9,154	9,154	9,154	9,154	9,154	9,154	9,154	9,154	9,154	-	109,850	109,850	-
		10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	-	121,850	121,850	-
Professional/Consulting Services																	
5801	IT	12,064	12,064	12,064	12,064	12,064	12,064	12,064	12,064	12,064	12,064	12,064	12,064	-	144,768	144,768	-
5804	Professional Development	-	-	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	-	14,233	14,233	-
5805	General Consulting	-	-	800	800	800	800	800	800	800	800	800	800	-	8,000	8,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	3,571	3,571	3,571	-	-	14,286	-	-	25,000	25,000	-
5809	Other taxes and fees	-	-	298	298	298	298	298	298	298	298	298	298	-	2,977	2,977	-
5811	Management Fee	75,628	75,628	75,628	75,628	75,628	75,628	75,628	75,628	75,628	75,628	75,628	75,628	-	907,541	907,541	-
5812	District Oversight Fee	-	11,098	17,700	17,300	17,300	18,169	17,300	17,300	26,154	17,924	17,924	17,924	18,792	214,885	214,885	-
5814	SPED Encroachment	-	742	742	1,335	1,335	1,335	1,335	1,335	1,460	1,460	1,460	1,460	3,937	17,937	17,937	-
		87,692	99,532	108,655	108,849	108,849	113,289	112,420	112,420	117,828	109,598	123,883	109,598	22,730	1,335,341	1,335,341	-
Depreciation																	
6900	Depreciation Expense	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	-	34,959	34,959	-
		2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	-	34,959	34,959	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		279,257	786,872	795,995	796,189	796,189	798,829	783,524	780,830	780,852	769,928	790,311	776,025	22,730	8,957,531	8,957,531	-
Monthly Surplus (Deficit)		(279,257)	(386,843)	(151,285)	22,010	(151,547)	(39,962)	77,353	(136,188)	163,098	115,917	(120,701)	10,707	1,024,947	148,249	148,249	-

FY25-26 Budget: Navigator - Gilroy Prep

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 579.04



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(279,257)	(386,843)	(151,285)	22,010	(151,547)	(39,962)	77,353	(136,188)	163,098	115,917	(120,701)	10,707	1,024,947	148,249		
Cash flows from operating activities																
Depreciation/Amortization	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	-	34,959		
Public Funding Receivables	2,617,885	-	(265,199)	-	-	78,307	(93,140)	-	-	-	-	-	(1,047,677)	1,290,176		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(326,093)	(326,093)	(326,093)	-	-	-	-	-	-	-	-	-	22,730	(955,550)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	2,015,448	(710,023)	(739,664)	24,923	(148,634)	41,257	(12,873)	(133,275)	166,012	118,830	(117,788)	13,621				
Cash, Beginning of Month	5,153	2,020,601	1,310,579	570,914	595,837	447,204	488,461	475,588	342,313	508,325	627,154	509,366				
Cash, End of Month	<u>2,020,601</u>	<u>1,310,579</u>	<u>570,914</u>	<u>595,837</u>	<u>447,204</u>	<u>488,461</u>	<u>475,588</u>	<u>342,313</u>	<u>508,325</u>	<u>627,154</u>	<u>509,366</u>	<u>522,987</u>				
15%	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630	1,343,630				
Days Cash on Hand	82.66	53.61	23.35	24.37	18.29	19.98	19.46	14.00	20.79	25.66	20.84	21.39				

FY25-26 Budget: Navigator - Gilroy Prep**Monthly Cash Flow/Forecast FY26-27**

Revised 6/2/25

ADA = 579.04



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 579.04																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	197,179	197,179	354,922	354,922	354,922	354,922	354,922	354,922	354,922	354,922	354,922	354,922	3,943,574	3,727,303	216,271
8012 Education Protection Account	-	-	-	28,952	-	-	28,952	-	-	28,952	-	-	28,952	115,808	115,808	-
8096 In Lieu of Property Taxes	-	199,184	398,367	265,578	265,578	265,578	265,578	265,578	464,762	232,381	232,381	232,381	232,381	3,319,729	3,319,729	-
	-	396,362	595,546	649,452	620,500	620,500	649,452	620,500	819,684	616,255	587,303	587,303	616,255	7,379,111	7,162,840	216,271
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	86,640	86,640	82,562	4,079
8220 Federal Child Nutrition	-	-	6,047	6,047	12,095	12,095	12,095	12,095	12,095	12,095	12,095	12,095	12,095	120,947	120,947	-
8290 Title I, Part A - Basic Low Income	-	-	18,840	-	-	18,840	-	-	18,840	-	-	-	18,840	75,361	75,361	-
8291 Title II, Part A - Teacher Quality	-	-	3,278	-	-	3,278	-	-	3,278	-	-	-	3,278	13,113	13,113	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	19,773	-	19,773	19,773	-
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	30,666	6,047	12,095	41,713	12,095	12,095	34,213	12,095	12,095	31,868	120,854	325,834	321,755	4,079
Other State Revenue																
8311 State Special Education	-	26,546	26,546	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	47,782	530,911	515,348	15,564
8520 Child Nutrition	-	-	590	590	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	11,794	11,448	346
8550 Mandated Cost	-	-	-	-	-	12,259	-	-	-	-	-	-	-	12,259	11,417	842
8560 State Lottery	-	-	-	-	-	-	39,519	-	-	39,519	-	-	79,039	158,078	158,078	-
8599 Other State Revenue	-	-	-	-	494,265	-	-	-	-	190,102	-	-	76,041	760,407	761,111	(704)
	-	26,546	27,135	48,372	543,226	61,220	88,481	48,961	48,961	278,583	48,961	48,961	204,041	1,473,449	1,457,402	16,047
Other Local Revenue																
8698 ASB Fundraising	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	163,784	(103,934)
Total Revenue	-	425,901	656,340	711,652	1,182,404	730,017	756,611	688,140	909,442	913,516	654,942	668,132	941,149	9,238,244	9,105,780	132,464
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	192,748	192,748	192,748	192,748	192,748	192,748	192,748	192,748	192,748	192,748	192,748	-	2,120,227	2,099,235	(20,992)
1175 Teachers' Extra Duty/Stipends	9,445	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	11,984	11,984	-	56,268	29,789	(26,479)
1200 Pupil Support Salaries	-	19,117	19,117	19,117	19,117	19,117	19,117	19,117	19,117	19,117	19,117	19,117	-	210,287	208,205	(2,082)
1300 Administrators' Salaries	45,591	45,591	45,591	45,591	45,591	45,591	45,591	45,591	45,591	45,591	45,591	45,591	-	547,087	541,670	(5,417)
	55,035	259,995	259,995	259,995	259,995	259,995	259,995	259,995	259,995	259,995	269,439	269,439	-	2,933,869	2,878,898	(54,970)
Classified Salaries																
2100 Instructional Salaries	-	127,057	127,057	127,057	127,057	127,057	127,057	127,057	127,057	127,057	127,057	127,057	-	1,397,627	1,383,789	(13,838)
2200 Support Salaries	-	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	-	69,326	68,640	(686)
2400 Clerical and Office Staff Salaries	-	20,938	20,938	20,938	20,938	20,938	20,938	20,938	20,938	20,938	20,938	20,938	-	230,321	228,040	(2,280)
2900 Other Classified Salaries	-	36,877	36,877	36,877	36,877	36,877	36,877	36,877	36,877	36,877	36,877	36,877	-	405,652	401,636	(4,016)
	-	191,175	191,175	191,175	191,175	191,175	191,175	191,175	191,175	191,175	191,175	191,175	-	2,102,926	2,082,105	(20,821)
Benefits																
3101 STRS	9,759	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	49,878	50,852	50,852	-	560,369	549,870	(10,499)
3301 OASDI	-	11,853	11,853	11,853	11,853	11,853	11,853	11,853	11,853	11,853	11,853	11,853	-	130,381	129,090	(1,291)
3311 Medicare	738	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,559	6,633	6,633	-	73,034	71,935	(1,099)
3401 Health and Welfare	75,998	75,998	75,998	75,998	75,998	75,998	75,998	75,998	75,998	75,998	75,998	75,998	-	911,976	888,000	(23,976)
3501 State Unemployment	2,694	2,694	2,694	2,694	2,694	2,694	13,469	10,775	5,388	2,694	2,694	2,694	-	53,877	53,867	(9)
3601 Workers' Compensation	713	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,404	6,404	-	70,515	69,454	(1,061)
	89,902	153,315	153,315	153,315	153,315	153,315	164,090	161,396	156,009	153,315	154,433	154,433	-	1,800,152	1,762,216	(37,936)

FY25-26 Budget: Navigator - Gilroy Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 579.04



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	1,849	1,849	1,849	1,849	1,849	-	-	-	-	-	-	-	-	9,243	9,000	(243)
4302 School Supplies	3,834	3,834	3,834	3,834	3,834	3,834	3,834	3,834	3,834	3,834	3,834	3,834	-	46,004	44,795	(1,209)
4305 Software	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	-	22,772	22,173	(599)
4310 Office Expense	6,881	6,881	6,881	6,881	6,881	6,881	6,881	6,881	6,881	6,881	6,881	6,881	-	82,571	80,400	(2,171)
4311 Business Meals	698	698	698	698	698	698	698	698	698	698	698	698	-	8,370	8,150	(220)
4400 Noncapitalized Equipment	-	25,891	25,891	25,891	25,891	25,891	-	-	-	-	-	-	-	129,454	126,051	(3,403)
4700 Food Services	-	12,067	12,067	12,067	12,067	12,067	12,067	12,067	12,067	12,067	12,067	12,067	-	132,740	132,395	(346)
	15,158	53,116	53,116	53,116	53,116	51,268	25,377	25,377	25,377	25,377	25,377	25,377	-	431,154	422,963	(8,191)
Subagreement Services																
5101 Nursing	200	200	200	200	200	200	200	200	200	200	200	200	-	2,403	2,340	(63)
5102 Special Education	18,665	18,665	18,665	18,665	18,665	18,665	18,665	18,665	18,665	18,665	18,665	18,665	-	223,977	218,088	(5,888)
5105 Security	-	443	443	443	443	443	443	443	443	443	443	443	-	4,878	4,750	(128)
	18,865	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	-	231,258	225,178	(6,080)
Operations and Housekeeping																
5201 Auto and Travel	-	342	342	342	342	342	342	342	342	342	342	342	-	3,759	3,660	(99)
5400 Insurance	4,805	4,805	4,805	4,805	4,805	4,805	4,805	4,805	4,805	4,805	4,805	4,805	-	57,663	56,147	(1,516)
5501 Utilities	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	-	17,839	17,370	(469)
5900 Communications	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	1,399	-	16,785	16,344	(441)
5901 Postage and Shipping	43	43	43	43	43	43	43	43	43	43	43	43	-	514	500	(13)
	7,733	8,075	8,075	8,075	8,075	8,075	8,075	8,075	8,075	8,075	8,075	8,075	-	96,560	94,021	(2,539)
Facilities, Repairs and Other Leases																
5603 Equipment Leases	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	-	12,324	12,000	(324)
5610 Repairs and Maintenance	9,401	9,401	9,401	9,401	9,401	9,401	9,401	9,401	9,401	9,401	9,401	9,401	-	112,816	109,850	(2,966)
	10,428	10,428	10,428	10,428	10,428	10,428	10,428	10,428	10,428	10,428	10,428	10,428	-	125,140	121,850	(3,290)
Professional/Consulting Services																
5801 IT	12,390	12,390	12,390	12,390	12,390	12,390	12,390	12,390	12,390	12,390	12,390	12,390	-	148,677	144,768	(3,909)
5804 Professional Development	-	-	1,462	1,462	1,462	1,462	1,462	1,462	1,462	1,462	1,462	1,462	-	14,617	14,233	(384)
5805 General Consulting	-	-	822	822	822	822	822	822	822	822	822	822	-	8,216	8,000	(216)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	8,558	8,558	8,558	-	-	-	25,675	25,000	(675)
5809 Other taxes and fees	-	-	306	306	306	306	306	306	306	306	306	306	-	3,057	2,977	(80)
5811 Management Fee	79,940	79,940	79,940	79,940	79,940	79,940	79,940	79,940	79,940	79,940	79,940	79,940	-	959,284	907,541	(51,744)
5812 District Oversight Fee	-	11,891	17,866	19,484	18,615	18,615	19,484	18,615	24,591	18,488	17,619	17,619	18,488	221,373	214,885	(6,488)
5814 SPED Encroachment	-	796	796	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	4,033	18,527	17,937	(589)
	92,330	105,017	113,582	115,836	114,968	114,968	115,836	123,526	129,501	123,399	113,972	113,972	22,520	1,399,427	1,335,341	(64,085)
Depreciation																
6900 Depreciation Expense	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	35,903	34,959	(944)
	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	35,903	34,959	(944)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	292,444	803,422	811,987	814,241	813,373	811,524	797,277	802,273	802,861	794,064	795,200	795,200	22,520	9,156,387	8,957,531	(198,856)
Monthly Surplus (Deficit)	(292,444)	(377,522)	(155,647)	(102,590)	369,031	(81,507)	(40,666)	(114,134)	106,581	119,451	(140,258)	(127,068)	918,629	81,856	148,249	(66,392)

FY25-26 Budget: Navigator - Gilroy Prep

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 579.04



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(292,444)	(377,522)	(155,647)	(102,590)	369,031	(81,507)	(40,666)	(114,134)	106,581	119,451	(140,258)	(127,068)	918,629	81,856		
Cash flows from operating activities																
Depreciation/Amortization	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	35,903		
Public Funding Receivables	651,571	-	182,623	-	-	82,243	131,241	-	-	-	-	-	(941,149)	106,528		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(22,730)	-	-	-	-	-	-	-	-	-	-	-	22,520	(209)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	339,389	(374,530)	29,968	(99,598)	372,023	3,727	93,566	(111,142)	109,573	122,443	(137,266)	(124,076)				
Cash, Beginning of Month	522,987	862,376	487,846	517,813	418,216	790,239	793,966	887,532	776,391	885,963	1,008,406	871,141				
Cash, End of Month	862,376	487,846	517,813	418,216	790,239	793,966	887,532	776,391	885,963	1,008,406	871,141	747,065				
Days Cash on Hand	34.51	19.52	20.72	16.74	31.63	31.77	35.52	31.07	35.46	40.36	34.86	29.90				

FY25-26 Budget: Navigator - Gilroy Prep

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 579.04



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 579.04																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	209,786	209,786	377,615	377,615	377,615	377,615	377,615	377,615	377,615	377,615	377,615	377,615	4,195,722	3,943,574	252,148
8012 Education Protection Account	-	-	-	28,952	-	-	28,952	-	-	28,952	-	-	28,952	115,808	115,808	-
8096 In Lieu of Property Taxes	-	199,184	398,367	265,578	265,578	265,578	265,578	265,578	464,762	232,381	232,381	232,381	232,381	3,319,729	3,319,729	-
	-	408,970	608,154	672,145	643,193	643,193	672,145	643,193	842,377	638,948	609,996	609,996	638,948	7,631,259	7,379,111	252,148
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	86,640	86,640	86,640	-
8220 Federal Child Nutrition	-	-	6,047	6,047	12,095	12,095	12,095	12,095	12,095	12,095	12,095	12,095	12,095	120,947	120,947	-
8290 Title I, Part A - Basic Low Income	-	-	18,840	-	-	18,840	-	-	18,840	-	-	-	18,840	75,361	75,361	-
8291 Title II, Part A - Teacher Quality	-	-	3,278	-	-	3,278	-	-	3,278	-	-	-	3,278	13,113	13,113	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	19,773	-	19,773	19,773	-
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	30,666	6,047	12,095	41,713	12,095	12,095	34,213	12,095	12,095	31,868	120,854	325,834	325,834	-
Other State Revenue																
8311 State Special Education	-	27,453	27,453	49,416	49,416	49,416	49,416	49,416	49,416	49,416	49,416	49,416	49,416	549,069	530,911	18,157
8520 Child Nutrition	-	-	610	610	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	12,197	11,794	403
8550 Mandated Cost	-	-	-	-	-	12,259	-	-	-	-	-	-	419	12,678	12,259	419
8560 State Lottery	-	-	-	-	-	-	39,519	-	-	39,519	-	-	79,039	158,078	158,078	-
8599 Other State Revenue	-	-	-	-	488,321	-	-	-	-	187,816	-	-	75,126	751,263	760,407	(9,145)
	-	27,453	28,063	50,026	538,957	62,895	90,155	50,636	50,636	277,971	50,636	50,636	205,220	1,483,284	1,473,449	9,835
Other Local Revenue																
8698 ASB Fundraising	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
	-	2,993	2,993	7,781	6,584	6,584	6,584	6,584	6,584	6,584	6,584	-	-	59,850	59,850	-
Total Revenue	-	439,416	669,875	735,999	1,200,828	754,384	780,979	712,507	933,810	935,597	679,310	692,500	965,022	9,500,227	9,238,244	261,983
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	194,675	194,675	194,675	194,675	194,675	194,675	194,675	194,675	194,675	194,675	194,675	-	2,141,429	2,120,227	(21,202)
1175 Teachers' Extra Duty/Stipends	9,705	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	2,610	12,315	12,315	-	57,821	56,268	(1,553)
1200 Pupil Support Salaries	-	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	19,308	-	212,389	210,287	(2,103)
1300 Administrators' Salaries	46,046	46,046	46,046	46,046	46,046	46,046	46,046	46,046	46,046	46,046	46,046	46,046	-	552,558	547,087	(5,471)
	55,752	262,640	262,640	262,640	262,640	262,640	262,640	262,640	262,640	262,640	272,345	272,345	-	2,964,198	2,933,869	(30,329)
Classified Salaries																
2100 Instructional Salaries	-	128,328	128,328	128,328	128,328	128,328	128,328	128,328	128,328	128,328	128,328	128,328	-	1,411,603	1,397,627	(13,976)
2200 Support Salaries	-	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	-	70,020	69,326	(693)
2400 Clerical and Office Staff Salaries	-	21,148	21,148	21,148	21,148	21,148	21,148	21,148	21,148	21,148	21,148	21,148	-	232,624	230,321	(2,303)
2900 Other Classified Salaries	-	37,246	37,246	37,246	37,246	37,246	37,246	37,246	37,246	37,246	37,246	37,246	-	409,709	405,652	(4,057)
	-	193,087	193,087	193,087	193,087	193,087	193,087	193,087	193,087	193,087	193,087	193,087	-	2,123,955	2,102,926	(21,029)
Benefits																
3101 STRS	9,860	50,394	50,394	50,394	50,394	50,394	50,394	50,394	50,394	50,394	51,377	51,377	-	566,162	560,369	(5,793)
3301 OASDI	-	11,971	11,971	11,971	11,971	11,971	11,971	11,971	11,971	11,971	11,971	11,971	-	131,685	130,381	(1,304)
3311 Medicare	746	6,626	6,626	6,626	6,626	6,626	6,626	6,626	6,626	6,626	6,700	6,700	-	73,778	73,034	(745)
3401 Health and Welfare	78,096	78,096	78,096	78,096	78,096	78,096	78,096	78,096	78,096	78,096	78,096	78,096	-	937,147	911,976	(25,171)
3501 State Unemployment	2,694	2,694	2,694	2,694	2,694	2,694	13,472	10,777	5,389	2,694	2,694	2,694	-	53,886	53,877	(10)
3601 Workers' Compensation	720	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,397	6,469	6,469	-	71,234	70,515	(719)
	92,116	156,178	156,178	156,178	156,178	156,178	166,956	164,261	158,873	156,178	157,308	157,308	-	1,833,892	1,800,152	(33,740)

FY25-26 Budget: Navigator - Gilroy Prep

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 579.04



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	1,900	1,900	1,900	1,900	1,900	-	-	-	-	-	-	-	-	9,498	9,243	(255)
4302 School Supplies	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	-	47,274	46,004	(1,270)
4305 Software	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400	22,772	(629)
4310 Office Expense	7,071	7,071	7,071	7,071	7,071	7,071	7,071	7,071	7,071	7,071	7,071	7,071	-	84,850	82,571	(2,279)
4311 Business Meals	717	717	717	717	717	717	717	717	717	717	717	717	-	8,601	8,370	(231)
4400 Noncapitalized Equipment	-	26,605	26,605	26,605	26,605	26,605	-	-	-	-	-	-	-	133,027	129,454	(3,573)
4700 Food Services	-	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	12,104	-	133,144	132,740	(403)
	15,577	54,286	54,286	54,286	54,286	52,386	25,781	25,781	25,781	25,781	25,781	25,781	-	439,794	431,154	(8,640)
Subagreement Services																
5101 Nursing	206	206	206	206	206	206	206	206	206	206	206	206	-	2,469	2,403	(66)
5102 Special Education	19,180	19,180	19,180	19,180	19,180	19,180	19,180	19,180	19,180	19,180	19,180	19,180	-	230,159	223,977	(6,182)
5105 Security	-	456	456	456	456	456	456	456	456	456	456	456	-	5,013	4,878	(135)
	19,386	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	-	237,641	231,258	(6,383)
Operations and Housekeeping																
5201 Auto and Travel	-	351	351	351	351	351	351	351	351	351	351	351	-	3,863	3,759	(104)
5400 Insurance	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	-	59,255	57,663	(1,592)
5501 Utilities	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	-	18,331	17,839	(492)
5900 Communications	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	-	17,249	16,785	(463)
5901 Postage and Shipping	44	44	44	44	44	44	44	44	44	44	44	44	-	528	514	(14)
	7,947	8,298	8,298	8,298	8,298	8,298	8,298	8,298	8,298	8,298	8,298	8,298	-	99,225	96,560	(2,665)
Facilities, Repairs and Other Leases																
5603 Equipment Leases	1,055	1,055	1,055	1,055	1,055	1,055	1,055	1,055	1,055	1,055	1,055	1,055	-	12,664	12,324	(340)
5610 Repairs and Maintenance	9,661	9,661	9,661	9,661	9,661	9,661	9,661	9,661	9,661	9,661	9,661	9,661	-	115,930	112,816	(3,114)
	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	-	128,594	125,140	(3,454)
Professional/Consulting Services																
5801 IT	12,732	12,732	12,732	12,732	12,732	12,732	12,732	12,732	12,732	12,732	12,732	12,732	-	152,780	148,677	(4,103)
5804 Professional Development	-	-	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	-	15,021	14,617	(403)
5805 General Consulting	-	-	844	844	844	844	844	844	844	844	844	844	-	8,443	8,216	(227)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	8,795	8,795	8,795	-	-	-	26,384	25,675	(709)
5809 Other taxes and fees	-	-	314	314	314	314	314	314	314	314	314	314	-	3,142	3,057	(84)
5811 Management Fee	82,672	82,672	82,672	82,672	82,672	82,672	82,672	82,672	82,672	82,672	82,672	82,672	-	992,064	959,284	(32,779)
5812 District Oversight Fee	-	12,269	18,245	20,164	19,296	19,296	20,164	19,296	25,271	19,168	18,300	18,300	19,168	228,938	221,373	(7,564)
5814 SPED Encroachment	-	824	824	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	4,082	19,071	18,527	(545)
	95,404	108,496	117,132	119,711	118,842	118,842	119,711	127,637	133,613	127,510	117,847	117,847	23,250	1,445,842	1,399,427	(46,415)
Depreciation																
6900 Depreciation Expense	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	-	36,894	35,903	(991)
	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	-	36,894	35,903	(991)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	299,971	816,617	825,253	827,832	826,963	825,064	810,104	815,336	815,923	807,126	808,297	808,297	23,250	9,310,033	9,156,387	(153,646)
Monthly Surplus (Deficit)	(299,971)	(377,202)	(155,378)	(91,833)	373,865	(70,679)	(29,125)	(102,829)	117,887	128,472	(128,987)	(115,798)	941,772	190,194	81,856	108,337

FY25-26 Budget: Navigator - Gilroy Prep**Monthly Cash Flow/Forecast FY27-28**

Revised 6/2/25

ADA = 579.04



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(299,971)	(377,202)	(155,378)	(91,833)	373,865	(70,679)	(29,125)	(102,829)	117,887	128,472	(128,987)	(115,798)	941,772	190,194		
Cash flows from operating activities																
Depreciation/Amortization	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	-	36,894		
Public Funding Receivables	629,529	-	79,039	-	-	-	232,582	-	-	-	-	-	(965,022)	(23,873)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(22,520)	-	-	-	-	-	-	-	-	-	-	-	23,250	730		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	310,112	(374,127)	(73,265)	(88,758)	376,939	(67,605)	206,531	(99,754)	120,961	131,546	(125,913)	(112,723)				
Cash, Beginning of Month	747,065	1,057,177	683,049	609,785	521,026	897,966	830,361	1,036,891	937,137	1,058,099	1,189,645	1,063,732				
Cash, End of Month	1,057,177	683,049	609,785	521,026	897,966	830,361	1,036,891	937,137	1,058,099	1,189,645	1,063,732	951,009				
Days Cash on Hand	41.61	26.89	24.00	20.51	35.34	32.68	40.81	36.89	41.65	46.83	41.87	37.43				

FY25-26 Budget: Navigator - Hayward Collegiate**Monthly Cash Flow/Budget FY25-26**

Revised 6/2/25

Actuals Through:

ADA = 244.40



ADA = 244.40		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 244.40	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	95,938	95,938	172,689	172,689	172,689	172,689	172,689	205,999	205,999	205,999	205,999	205,999	2,085,317	2,085,317	-
8012	Education Protection Account	-	-	12,220	-	-	12,220	-	-	12,220	-	-	-	12,220	48,880	48,880	-
8096	In Lieu of Property Taxes	-	62,402	124,804	83,203	83,203	83,203	83,203	83,203	175,697	87,848	87,848	87,848	87,848	1,130,308	1,130,308	-
		-	158,340	232,962	255,891	255,891	268,111	255,891	255,891	393,916	293,848	293,848	293,848	306,068	3,264,505	3,264,505	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	32,490	32,490	32,490	-
8220	Federal Child Nutrition	-	-	-	2,968	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	11,279	59,364	59,364	-
8290	Title I, Part A - Basic Low Income	-	-	10,229	-	-	30,688	-	-	-	-	-	-	-	40,917	40,917	-
8291	Title II, Part A - Teacher Quality	-	-	1,449	-	-	4,346	-	-	-	-	-	-	-	5,795	5,795	-
8296	Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	\$0	10,000	10,000	-
		-	-	14,178	2,968	5,640	48,174	5,640	5,640	5,640	5,640	5,640	5,640	43,769	148,566	148,566	-
Other State Revenue																	
8311	State Special Education	-	10,007	10,007	18,013	18,013	18,013	18,013	18,013	21,488	21,488	21,488	21,488	21,488	217,517	217,517	-
8520	Child Nutrition	-	-	-	281	534	534	534	534	534	534	534	534	1,068	5,619	5,619	-
8545	School Facilities (SB740)	-	-	-	-	-	-	81,889	-	-	-	40,944	-	40,944	163,777	163,777	-
8550	Mandated Cost	-	-	-	-	-	4,621	-	-	-	-	-	-	-	4,621	4,621	-
8560	State Lottery	-	-	-	-	-	-	15,348	-	-	15,348	-	-	36,025	66,721	66,721	-
8599	Other State Revenue	-	1,010	1,010	142,315	1,817	1,817	142,315	1,817	1,817	142,315	1,817	1,817	142,315	582,182	582,182	-
		-	11,017	11,017	160,609	20,364	24,985	258,098	20,364	23,839	179,684	64,783	23,839	241,839	1,040,438	1,040,438	-
Other Local Revenue																	
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	45,038	-	45,038	45,038	-
8698	ASB Fundraising	-	5,985	5,985	15,561	13,167	13,167	13,167	13,167	13,167	13,167	13,167	-	-	119,700	119,700	-
		-	5,985	5,985	15,561	13,167	13,167	13,167	13,167	13,167	13,167	13,167	45,038	-	164,738	164,738	-
Total Revenue		-	175,342	264,142	435,029	295,062	354,437	532,796	295,062	436,561	492,338	377,437	368,364	591,676	4,618,247	4,618,247	-
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	84,726	84,726	84,726	84,726	84,726	84,726	84,726	84,726	84,726	84,726	84,726	-	931,985	931,985	-
1175	Teachers' Extra Duty/Stipends	6,667	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	8,040	8,040	-	35,104	35,104	-
1200	Pupil Support Salaries	-	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	9,397	-	103,364	103,364	-
1300	Administrators' Salaries	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	-	207,721	207,721	-
		23,977	112,806	112,806	112,806	112,806	112,806	112,806	112,806	112,806	112,806	119,472	119,472	-	1,278,174	1,278,174	-
Classified Salaries																	
2100	Instructional Salaries	-	50,044	50,044	50,044	50,044	50,044	50,044	50,044	50,044	50,044	50,044	50,044	-	550,479	550,479	-
2200	Support Salaries	-	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	6,555	-	72,100	72,100	-
2400	Clerical and Office Staff Salaries	-	10,963	10,963	10,963	10,963	10,963	10,963	10,963	10,963	10,963	10,963	10,963	-	120,590	120,590	-
2900	Other Classified Salaries	-	25,154	25,154	25,154	25,154	25,154	25,154	25,154	25,154	25,154	25,154	25,154	-	276,692	276,692	-
		-	92,715	92,715	92,715	92,715	92,715	92,715	92,715	92,715	92,715	92,715	92,715	-	1,019,861	1,019,861	-
Benefits																	
3101	STRS	4,580	21,546	21,546	21,546	21,546	21,546	21,546	21,546	21,546	21,546	22,819	22,819	-	244,131	244,131	-
3301	OASDI	-	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	5,748	-	63,231	63,231	-
3311	Medicare	348	2,980	2,980	2,980	2,980	2,980	2,980	2,980	2,980	2,980	3,077	3,077	-	33,322	33,322	-
3401	Health and Welfare	38,000	38,000	38,000	38,000	38,000	38,000	38,000	38,000	38,000	38,000	38,000	38,000	-	456,000	456,000	-
3501	State Unemployment	1,402	1,402	1,402	1,402	1,402	1,402	7,011	5,609	2,804	1,402	1,402	1,402	-	28,043	28,043	-
3601	Workers' Compensation	336	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,971	2,971	-	32,172	32,172	-
		44,665	72,554	72,554	72,554	72,554	72,554	78,162	76,760	73,956	72,554	74,017	74,017	-	856,899	856,899	-

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 244.40

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4200	Books and Other Materials	4,384	4,384	4,384	4,384	4,384	-	-	-	-	-	-	-	-	21,921	21,921	-
4302	School Supplies	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	-	48,629	48,629	-
4305	Software	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	-	53,689	53,689	-
4310	Office Expense	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	52,800	52,800	-
4311	Business Meals	404	404	404	404	404	404	404	404	404	404	404	404	-	4,850	4,850	-
4400	Noncapitalized Equipment	-	26,342	26,342	26,342	26,342	26,342	-	-	-	-	-	-	-	131,712	131,712	-
4700	Food Services	-	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	-	64,983	64,983	-
		17,715	49,965	49,965	49,965	49,965	45,581	19,238	19,238	19,238	19,238	19,238	19,238	-	378,584	378,584	-
Subagreement Services																	
5101	Nursing	39	39	39	39	39	39	39	39	39	39	39	39	-	469	469	-
5102	Special Education	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	3,846	-	46,146	46,146	-
5105	Security	-	173	173	173	173	173	173	173	173	173	173	173	-	1,900	1,900	-
5106	Other Educational Consultants	-	-	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	-	20,700	20,700	-
		3,885	4,057	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	-	69,216	69,216	-
Operations and Housekeeping																	
5201	Auto and Travel	-	840	840	840	840	840	840	840	840	840	840	840	-	9,240	9,240	-
5400	Insurance	1,629	1,629	1,629	1,629	1,629	1,629	1,629	1,629	1,629	1,629	1,629	1,629	-	19,553	19,553	-
5501	Utilities	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	-	26,498	26,498	-
5900	Communications	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	-	21,376	21,376	-
5901	Postage and Shipping	4	4	4	4	4	4	4	4	4	4	4	4	-	50	50	-
		5,623	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	-	76,717	76,717	-
Facilities, Repairs and Other Leases																	
5601	Rent	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	-	236,076	236,076	-
5603	Equipment Leases	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	12,000	12,000	-
5610	Repairs and Maintenance	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	3,353	-	40,232	40,232	-
		24,026	24,026	24,026	24,026	24,026	24,026	24,026	24,026	24,026	24,026	24,026	24,026	-	288,308	288,308	-
Professional/Consulting Services																	
5801	IT	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	-	105,276	105,276	-
5804	Professional Development	-	-	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	-	10,733	10,733	-
5805	General Consulting	-	-	500	500	500	500	500	500	500	500	500	500	-	5,000	5,000	-
5806	Special Activities/Field Trips	-	-	-	-	-	2,857	2,857	2,857	-	-	11,429	-	-	20,000	20,000	-
5809	Other taxes and fees	-	-	325	325	325	325	325	325	325	325	325	325	-	3,246	3,246	-
5811	Management Fee	33,925	33,925	33,925	33,925	33,925	33,925	33,925	33,925	33,925	33,925	33,925	33,925	-	407,096	407,096	-
5812	District Oversight Fee	-	1,583	2,330	2,559	2,559	2,681	2,559	2,559	3,939	2,938	2,938	2,938	3,061	32,645	32,645	-
5814	SPED Encroachment	-	300	300	540	540	540	540	540	645	645	645	645	1,619	7,500	7,500	-
		42,698	44,581	47,225	47,695	47,695	50,674	50,552	50,552	49,179	48,179	59,607	48,179	4,680	591,497	591,497	-
Depreciation																	
6900	Depreciation Expense	120	120	120	120	120	120	120	120	120	120	120	120	-	1,435	1,435	-
		120	120	120	120	120	120	120	120	120	120	120	120	-	1,435	1,435	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		162,707	407,286	412,000	412,469	412,469	411,065	390,209	388,806	384,630	382,227	401,785	390,357	4,680	4,560,690	4,560,690	-
Monthly Surplus (Deficit)		(162,707)	(231,944)	(147,858)	22,560	(117,407)	(56,627)	142,588	(93,744)	51,932	110,111	(24,348)	(21,993)	586,996	57,557	57,557	-

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 244.40



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(162,707)	(231,944)	(147,858)	22,560	(117,407)	(56,627)	142,588	(93,744)	51,932	110,111	(24,348)	(21,993)	586,996	57,557		
Cash flows from operating activities																
Depreciation/Amortization	120	120	120	120	120	120	120	120	120	120	120	120	-	1,435		
Public Funding Receivables	1,847,924	-	205,604	-	(12,524)	22,656	272,072	-	-	-	-	-	(591,676)	1,744,055		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(205,144)	(205,144)	(205,144)	-	-	-	-	-	-	-	-	-	4,680	(610,752)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	543	543	543	543	543	543	543	543	543	543	543	543	-	6,513		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	1,480,735	(436,425)	(146,736)	23,222	(129,269)	(33,309)	415,322	(93,082)	52,594	110,774	(23,686)	(21,331)				
Cash, Beginning of Month	1,979,011	3,459,746	3,023,320	2,876,584	2,899,806	2,770,537	2,737,228	3,152,551	3,059,469	3,112,063	3,222,837	3,199,151				
Cash, End of Month	<u>3,459,746</u>	<u>3,023,320</u>	<u>2,876,584</u>	<u>2,899,806</u>	<u>2,770,537</u>	<u>2,737,228</u>	<u>3,152,551</u>	<u>3,059,469</u>	<u>3,112,063</u>	<u>3,222,837</u>	<u>3,199,151</u>	<u>3,177,820</u>				
15%	684,104	684,104	684,104	684,104	684,104	684,104	684,104	684,104	684,104	684,104	684,104	684,104				
Days Cash on Hand	276.98	242.04	230.29	232.15	221.80	219.13	252.38	244.93	249.14	258.01	256.11	254.41				

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 248.16



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 244.40																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	109,254	109,254	196,657	196,657	196,657	196,657	196,657	203,381	203,381	203,381	203,381	203,381	2,218,698	2,085,317	133,381
8012 Education Protection Account	-	-	-	12,220	-	-	12,220	-	-	12,784	-	-	12,408	49,632	48,880	752
8096 In Lieu of Property Taxes	-	68,862	137,724	91,816	91,816	91,816	91,816	91,816	160,678	80,339	80,339	80,339	80,339	1,147,698	1,130,308	17,390
	-	178,116	246,978	300,693	288,473	288,473	300,693	288,473	364,058	296,504	283,720	283,720	296,128	3,416,028	3,264,505	151,523
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,569	36,569	32,490	4,079
8220 Federal Child Nutrition	-	-	3,014	3,014	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	6,028	60,278	59,364	913
8290 Title I, Part A - Basic Low Income	-	-	10,387	-	-	10,387	-	-	10,387	-	-	-	10,387	41,546	40,917	629
8291 Title II, Part A - Teacher Quality	-	-	1,471	-	-	1,471	-	-	1,471	-	-	-	1,471	5,884	5,795	89
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	17,372	3,014	6,028	25,385	6,028	6,028	17,885	6,028	6,028	6,028	54,454	154,277	148,566	5,711
Other State Revenue																
8311 State Special Education	-	11,377	11,377	20,478	20,478	20,478	20,478	20,478	20,478	20,478	20,478	20,478	20,478	227,533	217,517	10,016
8520 Child Nutrition	-	-	294	294	588	588	588	588	588	588	588	588	588	5,878	5,619	259
8545 School Facilities (SB740)	-	-	-	-	-	-	81,889	-	-	-	40,944	-	40,944	163,777	163,777	-
8550 Mandated Cost	-	-	-	-	-	5,174	-	-	-	-	-	-	-	5,174	4,621	553
8560 State Lottery	-	-	-	-	-	-	16,937	-	-	16,937	-	-	33,874	67,748	66,721	1,026
8599 Other State Revenue	-	-	-	-	385,448	-	-	-	-	148,249	-	-	59,300	592,997	582,182	10,814
	-	11,377	11,671	20,772	406,514	26,240	119,891	21,066	21,066	186,252	62,010	21,066	155,184	1,063,107	1,040,438	22,669
Other Local Revenue																
8698 ASB Fundraising	-	6,077	6,077	15,800	13,370	13,370	13,370	13,370	13,370	13,370	13,370	-	-	121,542	119,700	1,842
	-	6,077	6,077	15,800	13,370	13,370	13,370	13,370	13,370	13,370	13,370	-	-	121,542	164,738	(43,196)
Total Revenue	-	195,570	282,097	340,279	714,384	353,468	439,982	328,936	416,379	502,153	365,127	310,813	505,766	4,754,954	4,618,247	136,706
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	85,573	85,573	85,573	85,573	85,573	85,573	85,573	85,573	85,573	85,573	85,573	-	941,305	931,985	(9,320)
1175 Teachers' Extra Duty/Stipends	6,847	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	1,410	8,257	8,257	-	36,052	35,104	(948)
1200 Pupil Support Salaries	-	9,491	9,491	9,491	9,491	9,491	9,491	9,491	9,491	9,491	9,491	9,491	-	104,398	103,364	(1,034)
1300 Administrators' Salaries	17,483	17,483	17,483	17,483	17,483	17,483	17,483	17,483	17,483	17,483	17,483	17,483	-	209,798	207,721	(2,077)
	24,330	113,957	113,957	113,957	113,957	113,957	113,957	113,957	113,957	113,957	120,804	120,804	-	1,291,553	1,278,174	(13,379)
Classified Salaries																
2100 Instructional Salaries	-	50,544	50,544	50,544	50,544	50,544	50,544	50,544	50,544	50,544	50,544	50,544	-	555,983	550,479	(5,505)
2200 Support Salaries	-	6,620	6,620	6,620	6,620	6,620	6,620	6,620	6,620	6,620	6,620	6,620	-	72,821	72,100	(721)
2400 Clerical and Office Staff Salaries	-	11,072	11,072	11,072	11,072	11,072	11,072	11,072	11,072	11,072	11,072	11,072	-	121,796	120,590	(1,206)
2900 Other Classified Salaries	-	25,405	25,405	25,405	25,405	25,405	25,405	25,405	25,405	25,405	25,405	25,405	-	279,459	276,692	(2,767)
	-	93,642	93,642	93,642	93,642	93,642	93,642	93,642	93,642	93,642	93,642	93,642	-	1,030,060	1,019,861	(10,199)
Benefits																
3101 STRS	4,627	21,771	21,771	21,771	21,771	21,771	21,771	21,771	21,771	21,771	23,058	23,058	-	246,687	244,131	(2,555)
3301 OASDI	-	5,806	5,806	5,806	5,806	5,806	5,806	5,806	5,806	5,806	5,806	5,806	-	63,864	63,231	(632)
3311 Medicare	351	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,108	3,108	-	33,663	33,322	(342)
3401 Health and Welfare	39,026	39,026	39,026	39,026	39,026	39,026	39,026	39,026	39,026	39,026	39,026	39,026	-	468,312	456,000	(12,312)
3501 State Unemployment	1,403	1,403	1,403	1,403	1,403	1,403	7,013	5,611	2,805	1,403	1,403	1,403	-	28,053	28,043	(11)
3601 Workers' Compensation	339	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	3,001	3,001	-	32,503	32,172	(330)
	45,747	73,923	73,923	73,923	73,923	73,923	79,534	78,131	75,326	73,923	75,402	75,402	-	873,082	856,899	(16,182)

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 248.16



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	4,572	4,572	4,572	4,572	4,572	-	-	-	-	-	-	-	-	22,859	21,921	(938)
4302 School Supplies	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	4,226	-	50,711	48,629	(2,081)
4305 Software	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	-	55,987	53,689	(2,298)
4310 Office Expense	4,588	4,588	4,588	4,588	4,588	4,588	4,588	4,588	4,588	4,588	4,588	4,588	-	55,060	52,800	(2,260)
4311 Business Meals	421	421	421	421	421	421	421	421	421	421	421	421	-	5,058	4,850	(208)
4400 Noncapitalized Equipment	-	27,470	27,470	27,470	27,470	27,470	-	-	-	-	-	-	-	137,349	131,712	(5,637)
4700 Food Services	-	6,014	6,014	6,014	6,014	6,014	6,014	6,014	6,014	6,014	6,014	6,014	-	66,155	64,983	(1,172)
	18,473	51,957	51,957	51,957	51,957	47,385	19,915	19,915	19,915	19,915	19,915	19,915	-	393,178	378,584	(14,594)
Subagreement Services																
5101 Nursing	41	41	41	41	41	41	41	41	41	41	41	41	-	490	469	(20)
5102 Special Education	4,010	4,010	4,010	4,010	4,010	4,010	4,010	4,010	4,010	4,010	4,010	4,010	-	48,121	46,146	(1,975)
5105 Security	-	180	180	180	180	180	180	180	180	180	180	180	-	1,981	1,900	(81)
5106 Other Educational Consultants	-	-	2,159	2,159	2,159	2,159	2,159	2,159	2,159	2,159	2,159	2,159	-	21,586	20,700	(886)
	4,051	4,231	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	6,390	-	72,178	69,216	(2,962)
Operations and Housekeeping																
5201 Auto and Travel	-	876	876	876	876	876	876	876	876	876	876	876	-	9,635	9,240	(395)
5400 Insurance	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	-	20,389	19,553	(837)
5501 Utilities	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	-	27,632	26,498	(1,134)
5900 Communications	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	-	22,291	21,376	(915)
5901 Postage and Shipping	4	4	4	4	4	4	4	4	4	4	4	4	-	52	50	(2)
	5,864	6,740	6,740	6,740	6,740	6,740	6,740	6,740	6,740	6,740	6,740	6,740	-	80,000	76,717	(3,283)
Facilities, Repairs and Other Leases																
5601 Rent	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	-	236,076	236,076	-
5603 Equipment Leases	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	-	12,514	12,000	(514)
5610 Repairs and Maintenance	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	-	41,954	40,232	(1,722)
	24,212	24,212	24,212	24,212	24,212	24,212	24,212	24,212	24,212	24,212	24,212	24,212	-	290,543	288,308	(2,236)
Professional/Consulting Services																
5801 IT	9,149	9,149	9,149	9,149	9,149	9,149	9,149	9,149	9,149	9,149	9,149	9,149	-	109,782	105,276	(4,506)
5804 Professional Development	-	-	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	-	11,192	10,733	(459)
5805 General Consulting	-	-	521	521	521	521	521	521	521	521	521	521	-	5,214	5,000	(214)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	6,952	6,952	6,952	-	-	-	20,856	20,000	(856)
5809 Other taxes and fees	-	-	339	339	339	339	339	339	339	339	339	339	-	3,385	3,246	(139)
5811 Management Fee	39,854	39,854	39,854	39,854	39,854	39,854	39,854	39,854	39,854	39,854	39,854	39,854	-	478,244	407,096	(71,148)
5812 District Oversight Fee	-	1,781	2,470	3,007	2,885	2,885	3,007	2,885	3,641	2,965	2,837	2,837	2,961	34,160	32,645	(1,515)
5814 SPED Encroachment	-	341	341	614	614	614	614	614	614	614	614	614	1,711	7,923	7,500	(423)
	49,002	51,125	53,792	54,603	54,480	54,480	54,603	61,432	62,188	61,513	54,433	54,433	4,673	670,757	591,497	(79,261)
Depreciation																
6900 Depreciation Expense	123	123	123	123	123	123	123	123	123	123	123	123	-	1,474	1,435	(39)
	123	123	123	123	123	123	123	123	123	123	123	123	-	1,474	1,435	(39)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	171,801	419,909	424,736	425,546	425,424	420,852	399,115	404,542	402,493	400,414	401,660	401,660	4,673	4,702,825	4,560,690	(142,135)
Monthly Surplus (Deficit)	(171,801)	(224,340)	(142,639)	(85,267)	288,960	(67,384)	40,867	(75,606)	13,886	101,738	(36,533)	(90,847)	501,093	52,129	57,557	(5,428)

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 248.16



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(171,801)	(224,340)	(142,639)	(85,267)	288,960	(67,384)	40,867	(75,606)	13,886	101,738	(36,533)	(90,847)	501,093	52,129		
Cash flows from operating activities																
Depreciation/Amortization	123	123	123	123	123	123	123	123	123	123	123	123	-	1,474		
Public Funding Receivables	318,414	-	142,315	-	40,944	36,025	53,978	-	-	-	-	-	(505,766)	85,911		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(4,680)	-	-	-	-	-	-	-	-	-	-	-	4,673	(7)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	(31)	(31)	(31)	(31)	(31)	(31)	(31)	(31)	(31)	(31)	(31)	(31)	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	142,025	(224,248)	(232)	(85,175)	329,996	(31,267)	94,936	(75,514)	13,978	101,830	(36,441)	(90,755)				
Cash, Beginning of Month	3,177,820	3,319,845	3,095,597	3,095,365	3,010,190	3,340,186	3,308,919	3,403,855	3,328,341	3,342,319	3,444,149	3,407,708				
Cash, End of Month	3,319,845	3,095,597	3,095,365	3,010,190	3,340,186	3,308,919	3,403,855	3,328,341	3,342,319	3,444,149	3,407,708	3,316,953				
Days Cash on Hand	257.74	240.33	240.32	233.70	259.32	256.90	264.27	258.40	259.49	267.39	264.57	257.52				

FY25-26 Budget: Navigator - Hayward Collegiate**Monthly Cash Flow/Forecast FY27-28**

Revised 6/2/25

ADA = 259.44



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 248.16	
8011 LCFF State Aid	-	111,191	111,191	200,144	200,144	200,144	200,144	200,144	220,361	220,361	220,361	220,361	220,361	2,324,908	2,218,698	106,210
8012 Education Protection Account	-	-	-	12,220	-	-	12,220	-	-	12,784	-	-	14,664	51,888	49,632	2,256
8096 In Lieu of Property Taxes	-	71,992	143,984	95,989	95,989	95,989	95,989	95,989	167,981	83,991	83,991	83,991	83,991	1,199,866	1,147,698	52,168
	-	183,183	255,175	308,354	296,134	296,134	308,354	296,134	388,342	317,135	304,351	304,351	319,015	3,576,662	3,416,028	160,634
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	38,231	38,231	36,569	1,662
8220 Federal Child Nutrition	-	-	3,151	3,151	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	63,017	60,278	2,740
8290 Title I, Part A - Basic Low Income	-	-	10,859	-	-	10,859	-	-	10,859	-	-	-	10,859	43,435	41,546	1,888
8291 Title II, Part A - Teacher Quality	-	-	1,538	-	-	1,538	-	-	1,538	-	-	-	1,538	6,152	5,884	267
8296 Other Federal Revenue	-	-	2,500	-	-	7,500	-	-	-	-	-	-	-	10,000	10,000	-
	-	-	18,048	3,151	6,302	26,198	6,302	6,302	18,698	6,302	6,302	6,302	56,930	160,835	154,277	6,558
Other State Revenue																
8311 State Special Education	-	12,301	12,301	22,141	22,141	22,141	22,141	22,141	22,141	22,141	22,141	22,141	22,141	246,011	227,533	18,478
8520 Child Nutrition	-	-	318	318	636	636	636	636	636	636	636	636	636	6,355	5,878	477
8545 School Facilities (SB740)	-	-	-	-	-	-	81,889	-	-	-	40,944	-	40,944	163,777	163,777	
8550 Mandated Cost	-	-	-	-	-	5,174	-	-	-	-	-	-	259	5,433	5,174	259
8560 State Lottery	-	-	-	-	-	-	17,707	-	-	17,707	-	-	35,414	70,827	67,748	3,079
8599 Other State Revenue	-	-	-	-	395,225	-	-	-	-	152,010	-	-	60,804	608,039	592,997	15,042
	-	12,301	12,618	22,459	418,002	27,951	122,372	22,777	22,777	192,493	63,721	22,777	160,198	1,100,443	1,063,107	37,336
Other Local Revenue																
8698 ASB Fundraising	-	6,353	6,353	16,519	13,977	13,977	13,977	13,977	13,977	13,977	13,977	-	-	127,066	121,542	5,525
	-	6,353	6,353	16,519	13,977	13,977	13,977	13,977	13,977	13,977	13,977	-	-	127,066	121,542	5,525
Total Revenue	-	201,837	292,194	350,482	734,414	364,260	451,005	339,189	443,794	529,907	388,351	333,430	536,143	4,965,006	4,754,954	210,053
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	86,429	86,429	86,429	86,429	86,429	86,429	86,429	86,429	86,429	86,429	86,429	-	950,718	941,305	(9,413)
1175 Teachers' Extra Duty/Stipends	7,036	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	8,485	8,485	-	37,047	36,052	(995)
1200 Pupil Support Salaries	-	9,586	9,586	9,586	9,586	9,586	9,586	9,586	9,586	9,586	9,586	9,586	-	105,442	104,398	(1,044)
1300 Administrators' Salaries	17,658	17,658	17,658	17,658	17,658	17,658	17,658	17,658	17,658	17,658	17,658	17,658	-	211,896	209,798	(2,098)
	24,694	115,122	115,122	115,122	115,122	115,122	115,122	115,122	115,122	115,122	122,157	122,157	-	1,305,103	1,291,553	(13,550)
Classified Salaries																
2100 Instructional Salaries	-	51,049	51,049	51,049	51,049	51,049	51,049	51,049	51,049	51,049	51,049	51,049	-	561,543	555,983	(5,560)
2200 Support Salaries	-	6,686	6,686	6,686	6,686	6,686	6,686	6,686	6,686	6,686	6,686	6,686	-	73,549	72,821	(728)
2400 Clerical and Office Staff Salaries	-	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	-	123,014	121,796	(1,218)
2900 Other Classified Salaries	-	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659	-	282,254	279,459	(2,795)
	-	94,578	94,578	94,578	94,578	94,578	94,578	94,578	94,578	94,578	94,578	94,578	-	1,040,361	1,030,060	(10,301)
Benefits																
3101 STRS	4,676	22,000	22,000	22,000	22,000	22,000	22,000	22,000	22,000	22,000	23,300	23,300	-	249,275	246,687	(2,588)
3301 OASDI	-	5,864	5,864	5,864	5,864	5,864	5,864	5,864	5,864	5,864	5,864	5,864	-	64,502	63,864	(639)
3311 Medicare	355	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,042	3,140	3,140	-	34,009	33,663	(346)
3401 Health and Welfare	40,103	40,103	40,103	40,103	40,103	40,103	40,103	40,103	40,103	40,103	40,103	40,103	-	481,237	468,312	(12,925)
3501 State Unemployment	1,403	1,403	1,403	1,403	1,403	1,403	7,016	5,613	2,806	1,403	1,403	1,403	-	28,065	28,053	(11)
3601 Workers' Compensation	343	2,937	2,937	2,937	2,937	2,937	2,937	2,937	2,937	2,937	3,032	3,032	-	32,836	32,503	(334)
	46,880	75,348	75,348	75,348	75,348	75,348	80,961	79,558	76,751	75,348	76,842	76,842	-	889,925	873,082	(16,843)

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 259.44



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	4,912	4,912	4,912	4,912	4,912	-	-	-	-	-	-	-	-	24,558	22,859	(1,699)
4302 School Supplies	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	4,540	-	54,479	50,711	(3,768)
4305 Software	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	-	60,147	55,987	(4,160)
4310 Office Expense	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	4,929	-	59,151	55,060	(4,091)
4311 Business Meals	453	453	453	453	453	453	453	453	453	453	453	453	-	5,433	5,058	(376)
4400 Noncapitalized Equipment	-	29,511	29,511	29,511	29,511	29,511	-	-	-	-	-	-	-	147,555	137,349	(10,206)
4700 Food Services	-	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	-	69,372	66,155	(3,217)
	19,846	55,663	55,663	55,663	55,663	50,752	21,241	21,241	21,241	21,241	21,241	21,241	-	420,696	393,178	(27,518)
Subagreement Services																
5101 Nursing	44	44	44	44	44	44	44	44	44	44	44	44	-	526	490	(36)
5102 Special Education	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	-	51,697	48,121	(3,576)
5105 Security	-	194	194	194	194	194	194	194	194	194	194	194	-	2,129	1,981	(147)
5106 Other Educational Consultants	-	-	2,319	2,319	2,319	2,319	2,319	2,319	2,319	2,319	2,319	2,319	-	23,190	21,586	(1,604)
	4,352	4,545	6,864	6,864	6,864	6,864	6,864	6,864	6,864	6,864	6,864	6,864	-	77,542	72,178	(5,363)
Operations and Housekeeping																
5201 Auto and Travel	-	941	941	941	941	941	941	941	941	941	941	941	-	10,351	9,635	(716)
5400 Insurance	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	-	21,904	20,389	(1,515)
5501 Utilities	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	-	29,685	27,632	(2,053)
5900 Communications	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	1,996	-	23,948	22,291	(1,656)
5901 Postage and Shipping	5	5	5	5	5	5	5	5	5	5	5	5	-	56	52	(4)
	6,299	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	7,240	-	85,945	80,000	(5,945)
Facilities, Repairs and Other Leases																
5601 Rent	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	19,673	-	236,076	236,076	-
5603 Equipment Leases	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	-	13,443	12,514	(930)
5610 Repairs and Maintenance	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	-	45,071	41,954	(3,118)
	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	-	294,591	290,543	(4,047)
Professional/Consulting Services																
5801 IT	9,828	9,828	9,828	9,828	9,828	9,828	9,828	9,828	9,828	9,828	9,828	9,828	-	117,940	109,782	(8,158)
5804 Professional Development	-	-	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	-	12,024	11,192	(832)
5805 General Consulting	-	-	560	560	560	560	560	560	560	560	560	560	-	5,601	5,214	(387)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	7,469	7,469	7,469	-	-	-	22,406	20,856	(1,550)
5809 Other taxes and fees	-	-	364	364	364	364	364	364	364	364	364	364	-	3,637	3,385	(252)
5811 Management Fee	41,728	41,728	41,728	41,728	41,728	41,728	41,728	41,728	41,728	41,728	41,728	41,728	-	500,733	478,244	(22,489)
5812 District Oversight Fee	-	1,832	2,552	3,084	2,961	2,961	3,084	2,961	3,883	3,171	3,044	3,044	3,190	35,767	34,160	(1,606)
5814 SPED Encroachment	-	369	369	664	664	664	664	664	664	664	664	664	1,811	8,527	7,923	(604)
	51,556	53,757	56,603	57,430	57,308	57,308	57,430	64,776	65,699	64,986	57,390	57,390	5,001	706,635	670,757	(35,878)
Depreciation																
6900 Depreciation Expense	126	126	126	126	126	126	126	126	126	126	126	126	-	1,514	1,474	(41)
	126	126	126	126	126	126	126	126	126	126	126	126	-	1,514	1,474	(41)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	178,302	430,930	436,095	436,922	436,800	431,888	408,112	414,055	412,171	410,056	410,989	410,989	5,001	4,822,310	4,702,825	(119,485)
Monthly Surplus (Deficit)	(178,302)	(229,093)	(143,901)	(86,440)	297,615	(67,628)	42,892	(74,866)	31,623	119,852	(22,638)	(77,559)	531,141	142,696	52,129	90,567

FY25-26 Budget: Navigator - Hayward Collegiate

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 259.44



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(178,302)	(229,093)	(143,901)	(86,440)	297,615	(67,628)	42,892	(74,866)	31,623	119,852	(22,638)	(77,559)	531,141	142,696		
Cash flows from operating activities																
Depreciation/Amortization	126	126	126	126	126	126	126	126	126	126	126	126	-	1,514		
Public Funding Receivables	302,743	40,944	33,874	-	-	-	128,204	-	-	-	-	-	(536,143)	(30,377)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(4,673)	-	-	-	-	-	-	-	-	-	-	-	5,001	329		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	(622)	(622)	(622)	(622)	(622)	(622)	(622)	(622)	(622)	(622)	(622)	(622)	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	119,272	(188,644)	(110,523)	(86,936)	297,118	(68,124)	170,601	(75,362)	31,127	119,356	(23,134)	(78,055)				
Cash, Beginning of Month	3,316,953	3,436,225	3,247,580	3,137,058	3,050,121	3,347,240	3,279,116	3,449,716	3,374,354	3,405,481	3,524,837	3,501,703				
Cash, End of Month	3,436,225	3,247,580	3,137,058	3,050,121	3,347,240	3,279,116	3,449,716	3,374,354	3,405,481	3,524,837	3,501,703	3,423,648				
Days Cash on Hand	260.17	245.89	237.52	230.94	253.43	248.27	261.19	255.48	257.84	266.88	265.13	259.22				

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 0.00



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.00	
State Aid - Revenue Limit													-	-	-	-
Federal Revenue													-	-	-	-
8294 Title V, Part B - PCSG	-	-	522,860	-	-	522,860	-	-	522,860	-	-	522,860	-	2,091,439	2,091,439	-
	-	-	522,860	-	-	522,860	-	-	522,860	-	-	522,860	-	2,091,439	2,091,439	-
Other State Revenue													-	-	-	-
Other Local Revenue													-	-	-	-
8690 Other Local Revenue	-	178,584	178,584	321,452	321,452	321,452	321,452	321,452	321,452	321,452	321,452	321,452	321,452	3,571,687	3,571,687	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	200,000	-	200,000	200,000	-
	-	178,584	178,584	321,452	321,452	321,452	321,452	321,452	321,452	321,452	321,452	521,452	321,452	3,771,687	3,771,687	-
Total Revenue	-	178,584	701,444	321,452	321,452	844,312	321,452	321,452	844,312	321,452	321,452	1,044,312	321,452	5,863,126	5,863,126	-
Expenses																
Certificated Salaries													-	-	-	-
1100 Teachers' Salaries	-	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	14,431	-	158,740	158,740	-
1200 Pupil Support Salaries	-	18,578	18,578	18,578	18,578	18,578	18,578	18,578	18,578	18,578	18,578	18,578	-	204,360	204,360	-
1300 Administrators' Salaries	89,631	89,631	89,631	89,631	89,631	89,631	89,631	89,631	89,631	89,631	89,631	89,631	-	1,075,575	1,075,575	-
	89,631	122,640	122,640	122,640	122,640	122,640	122,640	122,640	122,640	122,640	122,640	122,640	-	1,438,675	1,438,675	-
Classified Salaries													-	-	-	-
2200 Support Salaries	-	32,089	32,089	32,089	32,089	32,089	32,089	32,089	32,089	32,089	32,089	32,089	-	352,976	352,976	-
2300 Classified Administrators' Salaries	-	27,108	27,108	27,108	27,108	27,108	27,108	27,108	27,108	27,108	27,108	27,108	-	298,185	298,185	-
2400 Clerical and Office Staff Salaries	-	8,455	8,455	8,455	8,455	8,455	8,455	8,455	8,455	8,455	8,455	8,455	-	93,009	93,009	-
2900 Other Classified Salaries	-	39,612	39,612	39,612	39,612	39,612	39,612	39,612	39,612	39,612	39,612	39,612	-	435,735	435,735	-
	-	107,264	107,264	107,264	107,264	107,264	107,264	107,264	107,264	107,264	107,264	107,264	-	1,179,906	1,179,906	-
Benefits													-	-	-	-
3101 STRS	17,120	23,424	23,424	23,424	23,424	23,424	23,424	23,424	23,424	23,424	23,424	23,424	-	274,787	274,787	-
3301 OASDI	-	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	-	73,154	73,154	-
3311 Medicare	1,300	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	-	37,969	37,969	-
3401 Health and Welfare	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	-	216,000	216,000	-
3501 State Unemployment	641	641	641	641	641	641	3,206	2,565	1,282	641	641	641	-	12,824	12,824	-
3601 Workers' Compensation	1,255	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	3,219	-	36,660	36,660	-
3901 Other Benefits	3,854	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	9,886	-	112,599	112,599	-
	42,169	65,154	65,154	65,154	65,154	65,154	67,719	67,078	65,795	65,154	65,154	65,154	-	763,994	763,994	-

FY25-26 Budget: Navigator - Support Office**Monthly Cash Flow/Budget FY25-26**

Revised 6/2/25

Actuals Through:

ADA = 0.00



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4200	Books and Other Materials	330	330	330	330	330	-	-	-	-	-	-	-	-	1,650	1,650	-
4310	Office Expense	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	2,952	-	35,420	35,420	-
4311	Business Meals	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-	34,500	34,500	-
4400	Noncapitalized Equipment	-	1,493	1,493	1,493	1,493	1,493	-	-	-	-	-	-	-	7,466	7,466	-
		6,157	7,650	7,650	7,650	7,650	7,320	5,827	5,827	5,827	5,827	5,827	5,827	-	79,036	79,036	-
Subagreement Services																	
5105	Security	-	45	45	45	45	45	45	45	45	45	45	45	-	500	500	-
5106	Other Educational Consultants	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	-	200,000	200,000	-
		-	45	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	20,045	-	200,500	200,500	-
Operations and Housekeeping																	
5201	Auto and Travel	-	6,682	6,682	6,682	6,682	6,682	6,682	6,682	6,682	6,682	6,682	6,682	-	73,500	73,500	-
5300	Dues & Memberships	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-	21,000	21,000	-
5400	Insurance	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	21,815	21,815	-
5501	Utilities	653	653	653	653	653	653	653	653	653	653	653	653	-	7,831	7,831	-
5900	Communications	421	421	421	421	421	421	421	421	421	421	421	421	-	5,048	5,048	-
5901	Postage and Shipping	275	275	275	275	275	275	275	275	275	275	275	275	-	3,300	3,300	-
		4,916	11,598	11,598	11,598	11,598	11,598	11,598	11,598	11,598	11,598	11,598	11,598	-	132,495	132,495	-
Facilities, Repairs and Other Leases																	
5601	Rent	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	-	36,070	36,070	-
5603	Equipment Leases	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	-
5610	Repairs and Maintenance	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	2,677	-	32,125	32,125	-
		7,350	7,350	7,350	7,350	7,350	7,350	7,350	7,350	7,350	7,350	7,350	7,350	-	88,195	88,195	-
Professional/Consulting Services																	
5801	IT	4,628	4,628	4,628	4,628	4,628	4,628	4,628	4,628	4,628	4,628	4,628	4,628	-	55,542	55,542	-
5803	Legal	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	150,000	150,000	-
5804	Professional Development	-	-	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	2,174	-	21,738	21,738	-
5805	General Consulting	-	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	-	150,000	150,000	-
5809	Other taxes and fees	-	-	10,849	10,849	10,849	10,849	10,849	10,849	10,849	10,849	10,849	10,849	-	108,488	108,488	-
5810	Payroll Service Fee	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	25,000	25,000	-
5811	Management Fee	56,814	56,814	56,814	56,814	56,814	56,814	56,814	56,814	56,814	56,814	56,814	56,814	-	681,774	681,774	-
		76,026	76,026	104,049	104,049	104,049	104,049	104,049	104,049	104,049	104,049	104,049	104,049	-	1,192,541	1,192,541	-
Depreciation																	
6900	Depreciation Expense	940	940	940	940	940	940	940	940	940	940	940	940	-	11,276	11,276	-
		940	940	940	940	940	940	940	940	940	940	940	940	-	11,276	11,276	-
Interest																	
7438	Interest Expense	31,592	31,550	31,508	31,467	31,424	31,382	31,340	31,297	31,255	31,212	31,169	31,126	-	376,321	376,321	-
		31,592	31,550	31,508	31,467	31,424	31,382	31,340	31,297	31,255	31,212	31,169	31,126	-	376,321	376,321	-
Total Expenses		258,781	430,218	478,199	478,157	478,115	477,742	478,772	478,088	476,763	476,079	476,036	475,992	-	5,462,939	5,462,939	-
Monthly Surplus (Deficit)		(258,781)	(251,633)	223,246	(156,705)	(156,663)	366,569	(157,320)	(156,636)	367,549	(154,627)	(154,584)	568,319	321,452	400,186	400,186	-

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 0.00



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(258,781)	(251,633)	223,246	(156,705)	(156,663)	366,569	(157,320)	(156,636)	367,549	(154,627)	(154,584)	568,319	321,452	400,186		
Cash flows from operating activities																
Depreciation/Amortization	940	940	940	940	940	940	940	940	940	940	940	940	-	11,276		
Public Funding Receivables	188,870	188,870	188,870	-	-	-	-	-	-	-	-	-	(321,452)	245,159		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(111,951)	(111,951)	(111,951)	-	-	-	-	-	-	-	-	-	-	(335,853)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	93	93	93	93	93	93	93	93	93	93	93	93	-	1,112		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	(11,094)	(11,135)	(11,177)	(11,219)	(11,261)	(11,303)	(11,346)	(11,388)	(11,431)	(11,474)	(11,517)	(11,560)	-	(135,906)		
Total Change in Cash	(191,923)	(184,817)	290,020	(166,892)	(166,892)	356,298	(167,633)	(166,992)	357,150	(165,068)	(165,068)	557,791				
Cash, Beginning of Month	(76,718)	(268,641)	(453,458)	(163,438)	(330,330)	(497,222)	(140,924)	(308,557)	(475,549)	(118,399)	(283,467)	(448,535)				
Cash, End of Month	<u>(268,641)</u>	<u>(453,458)</u>	<u>(163,438)</u>	<u>(330,330)</u>	<u>(497,222)</u>	<u>(140,924)</u>	<u>(308,557)</u>	<u>(475,549)</u>	<u>(118,399)</u>	<u>(283,467)</u>	<u>(448,535)</u>	<u>109,256</u>				

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 0.00



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 0.00	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue																
8294 Title V, Part B - PCSG	-	-	529,168	-	-	529,168	-	-	529,168	-	-	529,168	-	2,116,674	2,091,439	25,235
	-	-	529,168	-	-	529,168	-	-	529,168	-	-	529,168	-	2,116,674	2,091,439	25,235
Other State Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue																
8690 Other Local Revenue	-	186,039	186,039	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	3,720,789	3,571,687	149,102
	-	186,039	186,039	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	334,871	3,720,789	3,771,687	(50,898)
Total Revenue	-	186,039	715,208	334,871	334,871	864,039	334,871	334,871	864,039	334,871	334,871	864,039	334,871	5,837,463	5,863,126	(25,663)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	14,575	14,575	14,575	14,575	14,575	14,575	14,575	14,575	14,575	14,575	14,575	-	160,328	158,740	(1,587)
1200 Pupil Support Salaries	-	18,764	18,764	18,764	18,764	18,764	18,764	18,764	18,764	18,764	18,764	18,764	-	206,404	204,360	(2,044)
1300 Administrators' Salaries	90,528	90,528	90,528	90,528	90,528	90,528	90,528	90,528	90,528	90,528	90,528	90,528	-	1,086,331	1,075,575	(10,756)
	90,528	123,867	123,867	123,867	123,867	123,867	123,867	123,867	123,867	123,867	123,867	123,867	-	1,453,062	1,438,675	(14,387)
Classified Salaries																
2200 Support Salaries	-	32,410	32,410	32,410	32,410	32,410	32,410	32,410	32,410	32,410	32,410	32,410	-	356,506	352,976	(3,530)
2300 Classified Administrators' Salaries	-	27,379	27,379	27,379	27,379	27,379	27,379	27,379	27,379	27,379	27,379	27,379	-	301,167	298,185	(2,982)
2400 Clerical and Office Staff Salaries	-	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	-	93,939	93,009	(930)
2900 Other Classified Salaries	-	40,008	40,008	40,008	40,008	40,008	40,008	40,008	40,008	40,008	40,008	40,008	-	440,093	435,735	(4,357)
	-	108,337	108,337	108,337	108,337	108,337	108,337	108,337	108,337	108,337	108,337	108,337	-	1,191,705	1,179,906	(11,799)
Benefits																
3101 STRS	17,291	23,659	23,659	23,659	23,659	23,659	23,659	23,659	23,659	23,659	23,659	23,659	-	277,535	274,787	(2,748)
3301 OASDI	-	6,717	6,717	6,717	6,717	6,717	6,717	6,717	6,717	6,717	6,717	6,717	-	73,886	73,154	(732)
3311 Medicare	1,313	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	-	38,349	37,969	(380)
3401 Health and Welfare	18,486	18,486	18,486	18,486	18,486	18,486	18,486	18,486	18,486	18,486	18,486	18,486	-	221,832	216,000	(5,832)
3501 State Unemployment	641	641	641	641	641	641	3,206	2,565	1,282	641	641	641	-	12,825	12,824	(1)
3601 Workers' Compensation	1,267	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	3,251	-	37,027	36,660	(367)
3901 Other Benefits	3,893	9,985	9,985	9,985	9,985	9,985	9,985	9,985	9,985	9,985	9,985	9,985	-	113,725	112,599	(1,126)
	42,891	66,105	66,105	66,105	66,105	66,105	68,670	68,029	66,746	66,105	66,105	66,105	-	775,178	763,994	(11,185)

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 0.00



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	339	339	339	339	339	-	-	-	-	-	-	-	-	1,695	1,650	(45)
4310 Office Expense	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	-	36,376	35,420	(956)
4311 Business Meals	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	-	35,432	34,500	(932)
4400 Noncapitalized Equipment	-	1,534	1,534	1,534	1,534	1,534	-	-	-	-	-	-	-	7,668	7,466	(202)
	6,323	7,856	7,856	7,856	7,856	7,517	5,984	5,984	5,984	5,984	5,984	5,984	-	81,170	79,036	(2,134)
Subagreement Services																
5105 Security	-	47	47	47	47	47	47	47	47	47	47	47	-	514	500	(14)
5106 Other Educational Consultants	-	-	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	20,540	-	205,400	200,000	(5,400)
	-	47	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587	-	205,914	200,500	(5,414)
Operations and Housekeeping																
5201 Auto and Travel	-	6,862	6,862	6,862	6,862	6,862	6,862	6,862	6,862	6,862	6,862	6,862	-	75,485	73,500	(1,985)
5300 Dues & Memberships	1,797	1,797	1,797	1,797	1,797	1,797	1,797	1,797	1,797	1,797	1,797	1,797	-	21,567	21,000	(567)
5400 Insurance	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	-	22,404	21,815	(589)
5501 Utilities	670	670	670	670	670	670	670	670	670	670	670	670	-	8,043	7,831	(211)
5900 Communications	432	432	432	432	432	432	432	432	432	432	432	432	-	5,184	5,048	(136)
5901 Postage and Shipping	282	282	282	282	282	282	282	282	282	282	282	282	-	3,389	3,300	(89)
	5,049	11,911	11,911	11,911	11,911	11,911	11,911	11,911	11,911	11,911	11,911	11,911	-	136,072	132,495	(3,577)
Facilities, Repairs and Other Leases																
5601 Rent	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	-	36,070	36,070	-
5603 Equipment Leases	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	-	20,540	20,000	(540)
5610 Repairs and Maintenance	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	2,749	-	32,992	32,125	(867)
	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	-	89,603	88,195	(1,407)
Professional/Consulting Services																
5801 IT	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	4,753	-	57,042	55,542	(1,500)
5803 Legal	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	-	154,050	150,000	(4,050)
5804 Professional Development	-	-	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	-	22,325	21,738	(587)
5805 General Consulting	-	-	15,405	15,405	15,405	15,405	15,405	15,405	15,405	15,405	15,405	15,405	-	154,050	150,000	(4,050)
5809 Other taxes and fees	-	-	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	-	111,417	108,488	(2,929)
5810 Payroll Service Fee	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	-	25,675	25,000	(675)
5811 Management Fee	58,378	58,378	58,378	58,378	58,378	58,378	58,378	58,378	58,378	58,378	58,378	58,378	-	700,532	681,774	(18,758)
	78,108	78,108	106,887	106,887	106,887	106,887	106,887	106,887	106,887	106,887	106,887	106,887	-	1,225,090	1,192,541	(32,549)
Depreciation																
6900 Depreciation Expense	965	965	965	965	965	965	965	965	965	965	965	965	-	11,580	11,276	(304)
	965	965	965	965	965	965	965	965	965	965	965	965	-	11,580	11,276	(304)
Interest																
7438 Interest Expense	31,082	31,039	30,995	30,951	30,907	30,863	30,819	30,774	30,729	30,685	30,640	30,594	-	370,078	376,321	6,243
	31,082	31,039	30,995	30,951	30,907	30,863	30,819	30,774	30,729	30,685	30,640	30,594	-	370,078	376,321	6,243
Total Expenses	262,412	435,702	484,977	484,933	484,889	484,506	485,494	484,808	483,481	482,795	482,750	482,704	-	5,539,451	5,462,939	(76,512)
Monthly Surplus (Deficit)	(262,412)	(249,662)	230,231	(150,062)	(150,018)	379,533	(150,623)	(149,937)	380,559	(147,924)	(147,879)	381,335	334,871	298,011	400,186	(102,175)

FY25-26 Budget: Navigator - Support Office**Monthly Cash Flow/Forecast FY26-27**

Revised 6/2/25

ADA = 0.00



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(262,412)	(249,662)	230,231	(150,062)	(150,018)	379,533	(150,623)	(149,937)	380,559	(147,924)	(147,879)	381,335	334,871	298,011		
Cash flows from operating activities																
Depreciation/Amortization	965	965	965	965	965	965	965	965	965	965	965	965	-	11,580		
Public Funding Receivables	-	-	-	-	-	-	321,452	-	-	-	-	-	(334,871)	(13,419)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	5	5	5	5	5	5	5	5	5	5	5	5	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	(11,603)	(11,647)	(11,691)	(11,734)	(11,778)	(11,823)	(11,867)	(11,911)	(11,956)	(12,001)	(12,046)	(12,091)	-	(142,149)		
Total Change in Cash	(273,046)	(260,339)	219,510	(160,827)	(160,827)	368,681	159,933	(160,878)	369,573	(158,954)	(158,954)	370,214				
Cash, Beginning of Month	109,256	(163,790)	(424,129)	(204,619)	(365,445)	(526,272)	(157,591)	2,341	(158,537)	211,036	52,082	(106,872)				
Cash, End of Month	(163,790)	(424,129)	(204,619)	(365,445)	(526,272)	(157,591)	2,341	(158,537)	211,036	52,082	(106,872)	263,342				

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 0.00



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit															ADA = 0.00	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue																
8294 Title V, Part B - PCSG	-	-	541,699	-	-	541,699	-	-	541,699	-	-	541,699	-	2,166,795	2,116,674	50,121
	-	-	541,699	-	-	541,699	-	-	541,699	-	-	541,699	-	2,166,795	2,116,674	50,121
Other State Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue																
8690 Other Local Revenue	-	200,368	200,368	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	4,007,366	3,720,789	286,577
	-	200,368	200,368	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	360,663	4,007,366	3,720,789	286,577
Total Revenue	-	200,368	742,067	360,663	360,663	902,362	360,663	360,663	902,362	360,663	360,663	902,362	360,663	6,174,161	5,837,463	336,698
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	-	161,931	160,328	(1,603)
1200 Pupil Support Salaries	-	18,952	18,952	18,952	18,952	18,952	18,952	18,952	18,952	18,952	18,952	18,952	-	208,468	206,404	(2,064)
1300 Administrators' Salaries	91,433	91,433	91,433	91,433	91,433	91,433	91,433	91,433	91,433	91,433	91,433	91,433	-	1,097,194	1,086,331	(10,863)
	91,433	125,105	125,105	125,105	125,105	125,105	125,105	125,105	125,105	125,105	125,105	125,105	-	1,467,593	1,453,062	(14,531)
Classified Salaries																
2200 Support Salaries	-	32,734	32,734	32,734	32,734	32,734	32,734	32,734	32,734	32,734	32,734	32,734	-	360,071	356,506	(3,565)
2300 Classified Administrators' Salaries	-	27,653	27,653	27,653	27,653	27,653	27,653	27,653	27,653	27,653	27,653	27,653	-	304,179	301,167	(3,012)
2400 Clerical and Office Staff Salaries	-	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	-	94,878	93,939	(939)
2900 Other Classified Salaries	-	40,409	40,409	40,409	40,409	40,409	40,409	40,409	40,409	40,409	40,409	40,409	-	444,494	440,093	(4,401)
	-	109,420	109,420	109,420	109,420	109,420	109,420	109,420	109,420	109,420	109,420	109,420	-	1,203,622	1,191,705	(11,917)
Benefits																
3101 STRS	17,464	23,895	23,895	23,895	23,895	23,895	23,895	23,895	23,895	23,895	23,895	23,895	-	280,310	277,535	(2,775)
3301 OASDI	-	6,784	6,784	6,784	6,784	6,784	6,784	6,784	6,784	6,784	6,784	6,784	-	74,625	73,886	(739)
3311 Medicare	1,326	3,401	3,401	3,401	3,401	3,401	3,401	3,401	3,401	3,401	3,401	3,401	-	38,733	38,349	(383)
3401 Health and Welfare	18,996	18,996	18,996	18,996	18,996	18,996	18,996	18,996	18,996	18,996	18,996	18,996	-	227,955	221,832	(6,123)
3501 State Unemployment	641	641	641	641	641	641	3,206	2,565	1,283	641	641	641	-	12,826	12,825	(1)
3601 Workers' Compensation	1,280	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	-	37,397	37,027	(370)
3901 Other Benefits	3,932	10,085	10,085	10,085	10,085	10,085	10,085	10,085	10,085	10,085	10,085	10,085	-	114,862	113,725	(1,137)
	43,639	67,085	67,085	67,085	67,085	67,085	69,650	69,009	67,727	67,085	67,085	67,085	-	786,707	775,178	(11,529)

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 0.00



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Other Materials	348	348	348	348	348	-	-	-	-	-	-	-	-	1,741	1,695	(47)
4310 Office Expense	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	-	37,380	36,376	(1,004)
4311 Business Meals	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	3,034	-	36,409	35,432	(978)
4400 Noncapitalized Equipment	-	1,576	1,576	1,576	1,576	1,576	-	-	-	-	-	-	-	7,879	7,668	(212)
	6,497	8,073	8,073	8,073	8,073	7,725	6,149	6,149	6,149	6,149	6,149	6,149	-	83,410	81,170	(2,240)
Subagreement Services																
5105 Security	-	48	48	48	48	48	48	48	48	48	48	48	-	528	514	(14)
5106 Other Educational Consultants	-	-	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	21,107	-	211,069	205,400	(5,669)
	-	48	21,155	21,155	21,155	21,155	21,155	21,155	21,155	21,155	21,155	21,155	-	211,597	205,914	(5,683)
Operations and Housekeeping																
5201 Auto and Travel	-	7,052	7,052	7,052	7,052	7,052	7,052	7,052	7,052	7,052	7,052	7,052	-	77,568	75,485	(2,083)
5300 Dues & Memberships	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	-	22,162	21,567	(595)
5400 Insurance	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	-	23,023	22,404	(618)
5501 Utilities	689	689	689	689	689	689	689	689	689	689	689	689	-	8,265	8,043	(222)
5900 Communications	444	444	444	444	444	444	444	444	444	444	444	444	-	5,327	5,184	(143)
5901 Postage and Shipping	290	290	290	290	290	290	290	290	290	290	290	290	-	3,483	3,389	(94)
	5,188	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	-	139,828	136,072	(3,756)
Facilities, Repairs and Other Leases																
5601 Rent	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	-	36,070	36,070	-
5603 Equipment Leases	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	1,759	-	21,107	20,540	(567)
5610 Repairs and Maintenance	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	-	33,903	32,992	(911)
	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	-	91,080	89,603	(1,477)
Professional/Consulting Services																
5801 IT	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	-	58,616	57,042	(1,574)
5803 Legal	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	13,192	-	158,302	154,050	(4,252)
5804 Professional Development	-	-	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	2,294	-	22,941	22,325	(616)
5805 General Consulting	-	-	15,830	15,830	15,830	15,830	15,830	15,830	15,830	15,830	15,830	15,830	-	158,302	154,050	(4,252)
5809 Other taxes and fees	-	-	11,449	11,449	11,449	11,449	11,449	11,449	11,449	11,449	11,449	11,449	-	114,492	111,417	(3,075)
5810 Payroll Service Fee	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	-	26,384	25,675	(709)
5811 Management Fee	62,015	62,015	62,015	62,015	62,015	62,015	62,015	62,015	62,015	62,015	62,015	62,015	-	744,185	700,532	(43,653)
	82,290	82,290	111,864	111,864	111,864	111,864	111,864	111,864	111,864	111,864	111,864	111,864	-	1,283,221	1,225,090	(58,131)
Depreciation																
6900 Depreciation Expense	992	992	992	992	992	992	992	992	992	992	992	992	-	11,900	11,580	(320)
	992	992	992	992	992	992	992	992	992	992	992	992	-	11,900	11,580	(320)
Interest																
7438 Interest Expense	30,549	30,504	30,458	30,412	30,366	30,320	30,273	30,227	30,180	30,133	30,086	30,039	-	363,547	370,078	6,530
	30,549	30,504	30,458	30,412	30,366	30,320	30,273	30,227	30,180	30,133	30,086	30,039	-	363,547	370,078	6,530
Total Expenses	268,178	443,348	493,982	493,937	493,891	493,496	494,439	493,751	492,422	491,734	491,687	491,639	-	5,642,504	5,539,451	(103,053)
Monthly Surplus (Deficit)	(268,178)	(242,979)	248,084	(133,274)	(133,228)	408,865	(133,776)	(133,088)	409,940	(131,071)	(131,024)	410,722	360,663	531,656	298,011	233,645

FY25-26 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 0.00



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(268,178)	(242,979)	248,084	(133,274)	(133,228)	408,865	(133,776)	(133,088)	409,940	(131,071)	(131,024)	410,722	360,663	531,656		
Cash flows from operating activities																
Depreciation/Amortization	992	992	992	992	992	992	992	992	992	992	992	992	-	11,900		
Public Funding Receivables	-	-	-	-	-	-	334,871	-	-	-	-	-	(360,663)	(25,792)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
S/L Rent Adjustment	(85)	(85)	(85)	(85)	(85)	(85)	(85)	(85)	(85)	(85)	(85)	(85)	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	(12,137)	(12,182)	(12,228)	(12,274)	(12,320)	(12,366)	(12,412)	(12,459)	(12,505)	(12,552)	(12,599)	(12,647)	-	(148,680)		
Total Change in Cash	(279,408)	(254,255)	236,764	(144,640)	(144,640)	397,407	189,590	(144,640)	398,341	(142,716)	(142,716)	398,982				
Cash, Beginning of Month	263,342	(16,066)	(270,321)	(33,557)	(178,198)	(322,838)	74,569	264,158	119,518	517,859	375,143	232,427				
Cash, End of Month	(16,066)	(270,321)	(33,557)	(178,198)	(322,838)	74,569	264,158	119,518	517,859	375,143	232,427	631,409				

Coversheet

Resolution - Ratification of Previous Contracts/Purchases of \$50,000

Section: VI. Finance
Item: B. Resolution - Ratification of Previous Contracts/Purchases of \$50,000
Purpose: Vote
Submitted by:
Related Material:
Resolution - Ratification of Previous Contracts Over \$50,000_BR 2025-9 (06.09.25).pdf
Exhibit A - Resolution Ratification of Previous Contracts Over \$50,000_BR 2025-9 (06.09.25).pdf

NAVIGATOR BOARD OF DIRECTORS: BOARD RESOLUTION (BR 2025-9)

RATIFICATION OF PREVIOUS CONTRACTS AND PURCHASES MADE AND ENTERED INTO OVER \$50,000

A RESOLUTION OF THE BOARD OF DIRECTORS of Navigator Schools for the ratification of previous contracts and purchase made and entered into over \$50,000:

WHEREAS, per Navigator Schools' financial policies and Board resolutions, the signatory authority for the Chief Executive Officer & Superintendent is set at \$50,000;

WHEREAS, best efforts are made to ensure that all contracts and purchases with sums of \$50,000 or more are presented to the Board and/or to the Governance Committee for consideration and approval;

WHEREAS, despite best efforts some contracts and purchases with sums of \$50,000 or more were not presented to the Board and/or to the Governance Committee for consideration and approval;

WHEREAS, attached as Exhibit A is a list of 2025-26 contracts and purchases with any single vendor with sums of \$50,000 or more, with the entries highlighted in yellow presented to the Board and/or to the Governance Committee and approved; and the remaining entries representing contracts and purchases with any single vendor with sums of \$50,000 or more that were not presented to the Board and/or to the Governance Committee for consideration and approval;

WHEREAS, some of the contracts and purchases on the list of the list in Exhibits A that were not presented for approval represent payments for medical insurance and general liability insurance, and payment for such items are necessary and required in the ordinary course of business; and

WHEREAS, it is in the best interests of Navigator School to ratify said contracts and purchases.

NOW THEREFORE, it is:

RESOLVED, that any and all 2025-26 contracts and purchases with any single vendor with sums of \$50,000 or more and which were not presented to the Board and/or Governance Committee as set forth in Exhibit A, are hereby ratified and approved by the Navigator Schools Board of Directors; and

RESOLVED, that all previous contracts and purchases for medical insurance and general liability insurance at any time are hereby ratified and approved by the Navigator Schools Board of Directors.

PASSED AND ADOPTED by the Board of Directors of Navigator Schools at its regular meeting for which a quorum was present on June 9, 2025, held in Gilroy, Santa Clara County, California. The Board Secretary certifies that this resolution was adopted at the dated meeting of the board of directors.

Signature of Secretary

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

Date

Vendor Highlighted = Approved by Board previously	FY25 expense through June 5, 2025	Description
Galeb Paving Inc.	\$ 2,759,373.33	Construction contractor at GPS
Cigna	\$ 1,712,976.93	Medical insurance
Mobile Modular	\$ 1,699,395.41	Portable classroom buildings at GPS & HCC
Kaiser Permanente	\$ 1,299,382.97	Medical insurance
Redgwick Construction Company	\$ 947,726.43	Construction contractor at HCC
Hansen Family Trust	\$ 947,307.28	407 & WPS lease
Nob Hill Catering Inc.	\$ 694,757.95	Food supplies at WPS, HCC, GPS
Boys & Girls Clubs of Silicon Valley	\$ 692,000.00	Enrichment services at GPS, HPS
East West Bank	\$ 510,444.71	Line of Credit interest expense
Ignite Reading	\$ 375,000.00	Instructional Consultant
Civic Builders Sub-CDE 17,LLC	\$ 307,245.61	NMTC loan interest
Delta Dental	\$ 292,017.09	Medical insurance
ArtiK Art & Architecture	\$ 263,385.38	Architectural planning/design for construction projects, all sites
Good Shepard Church	\$ 204,303.00	HCC lease
Blueprint California (PCSD)	\$ 196,675.70	Project management for GPS & HCC construction
Therapy Zone 4 Kids	\$ 175,542.40	Instructional Consultant
The Hartford	\$ 173,457.80	Medical insurance
Envision Fitness & Nutrition	\$ 158,902.00	Enrichment services at WPS
Philadelphia Insurance Company	\$ 142,117.76	General liability insurance
Clifton Larson Allen LLP	\$ 128,360.01	Audit services
LookingPoint	\$ 124,126.58	Instructional software
California State University Monterey Bay	\$ 113,399.60	Instructional Consultant, pending additional invoices
Pinelli Construction Inspection, Inc.	\$ 112,000.00	Project inspection construction cost at GPS
Scoot.education	\$ 111,674.00	Temporary staffing, pending additional invoices
Low Income Investment Fund	\$ 106,969.06	NMTC loan interest
Lexia Learning Systems LLC	\$ 84,000.00	Instructional software
Laurie Jean Coleman	\$ 83,880.00	Instructional Consultant
CED Bay Area	\$ 76,869.73	Switchboard/electrical construction cost at HCC
Larson Communications	\$ 70,000.00	Communications consultant
Sunbelt	\$ 68,557.50	Temporary staffing, pending additional invoices
Array Education (LIT)	\$ 67,500.00	Instructional Consultant
Relay Graduate School of Education	\$ 63,000.00	Professional development
Infinite Campus	\$ 59,297.25	School data system
Equity In US	\$ 58,822.11	Parent engagement
Paylocity	\$ 58,047.32	Payroll service
Lupita's Cleaning Service	\$ 57,315.00	Janitorial Services at HCC
Bay Alarm Company	\$ 56,940.11	Fire alarm system at HCC
Mutual of Omaha	\$ 53,716.12	Medical insurance
Base HQ, Inc.	\$ 53,502.26	Executive assistant services, pending additional invoices
Innovative Security	\$ 53,364.25	Security services at GPS
Valor Collegiate Academies	\$ 50,415.00	Professional development

Coversheet

2nd Interim Financial Reports

Section:	VI. Finance
Item:	C. 2nd Interim Financial Reports
Purpose:	FYI
Submitted by:	
Related Material:	<ol style="list-style-type: none">1. 24-25 WPS 2nd Interim financial report.pdf2. 24-25 HCC 2nd Interim financial report.pdf3. 24-25 HPS 2nd Interim financial report.pdf4. 24-25 GPS 2nd Interim financial report.pdf

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

To the entity that approved the charter school:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: DocuSigned by: Noël Russell-Unterburger Date 3/15/2025
Charter School Official
182F51DDA6D344C
(Original signature required)
Print
Name: Noël Russel-Unterburger Title CFOO

To the County Superintendent of Schools:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print
Name: Kylie Kwok Title _____

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Kylie Kwok</u>	<u>Andrew Huaracha</u>
Name	Name
<u></u>	<u>Accounting & Finance Specialist</u>
Title	Title
<u></u>	<u>831-245-5157</u>
Phone	Phone
<u>Kkwok@cde.ca.gov</u>	<u>andrew.huaracha@navigatorschoo</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor _____ Date _____

MEETING AGENDA
CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:
☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	6,569,751.00	-	6,569,751.00	3,460,502.00	-	3,460,502.00	6,799,568.00	-	6,799,568.00
Education Protection Account State Aid - Current Year	8012	91,062.00	-	91,062.00	62,817.00	-	62,817.00	92,178.00	-	92,178.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015									
State Aid - Prior Years	8019									
Tax Relief Subventions	8020-8039									
County and District Taxes	8040-8079									
Miscellaneous Funds	8080-8089									
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092									
Charter Schools Funding in Lieu of Property Taxes	8096									
Other LCFF/Revenue Limit Transfers	8091, 8097									
Total, LCFF/Revenue Limit Sources		6,660,813.00	-	6,660,813.00	3,523,319.00	-	3,523,319.00	6,891,746.00	-	6,891,746.00
2. Federal Revenues										
No Child Left Behind	8290		375,438.00	375,438.00		41,427.00	41,427.00		375,438.00	375,438.00
Special Education - Federal	8181, 8182		60,840.00	60,840.00					60,840.00	60,840.00
Child Nutrition - Federal	8220		146,350.00	146,350.00		98,085.08	98,085.08		146,350.00	146,350.00
Other Federal Revenues	110, 8260-8299		210,093.00	210,093.00		485,251.00	485,251.00		485,251.00	485,251.00
Total, Federal Revenues			792,721.00	792,721.00		624,763.08	624,763.08		1,067,879.00	1,067,879.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15)	N/A thru 14/15									
Special Education - State	StateRevSE		477,390.00	477,390.00		212,877.00	212,877.00		477,390.00	477,390.00
All Other State Revenues	StateRevAO	734,507.00	1,599,595.00	2,334,102.00	67,683.99	678,103.64	745,787.63	734,507.00	1,599,595.00	2,334,102.00
Total, Other State Revenues		734,507.00	2,076,985.00	2,811,492.00	67,683.99	890,980.64	958,664.63	734,507.00	2,076,985.00	2,811,492.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	53,070.60		53,070.60	35,989.27		35,989.27	53,070.60		53,070.60
Total, Local Revenues		53,070.60	-	53,070.60	35,989.27	-	35,989.27	53,070.60	-	53,070.60
5. TOTAL REVENUES		7,448,390.60	2,869,706.00	10,318,096.60	3,626,992.26	1,515,743.72	5,142,735.98	7,679,323.60	3,144,864.00	10,824,187.60
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,551,012.88	151,476.64	1,702,489.52	781,286.95	124,686.64	905,973.59	1,537,021.21	177,286.64	1,714,307.85
Certificated Pupil Support Salaries	1200	300,679.21	33,408.80	334,088.01	154,997.68	16,528.85	171,526.53	249,279.11	27,697.68	276,976.79
Certificated Supervisors' and Administrators' Salaries	1300	434,628.20	76,820.32	511,448.52	241,604.16	46,011.86	287,616.02	405,551.12	65,413.58	470,964.70
Other Certificated Salaries	1900									
Total, Certificated Salaries		2,286,320.29	261,705.76	2,548,026.05	1,177,888.79	187,227.35	1,365,116.14	2,191,851.44	270,397.90	2,462,249.34
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	426,892.51	928,369.00	1,355,261.51	219,784.27	514,326.99	734,111.26	403,995.61	1,005,247.81	1,409,243.62
Non-certificated Support Salaries	2200	90,500.00		90,500.00	39,748.40		39,748.40	87,269.68		87,269.68
Non-certificated Supervisors' and Administrators' Sal.	2300	92,000.00		92,000.00						
Clerical and Office Salaries	2400	180,845.77	45,425.91	226,271.68	30,885.35	30,885.35	61,478.49	176,341.47	58,009.35	234,350.82
Other Non-certificated Salaries	2900	543,425.91	74,428.00	617,853.91	321,137.48	42,333.69	363,471.17	588,109.15	56,612.99	644,722.14
Total, Non-certificated Salaries		1,343,665.19	1,047,923.00	2,391,588.19	679,263.29	587,546.03	1,266,809.32	1,255,716.11	1,119,869.75	2,375,585.86
3. Employee Benefits										
STRS	3101-3102	436,687.18	49,955.80	486,642.98	184,653.45	35,760.42	220,413.87	389,181.74	51,646.00	440,827.74
PERS	3201-3202									
OASDI / Medicare / Alternative	3301-3302	137,190.46	39,288.86	176,479.32	102,226.61	23,243.20	125,469.81	209,231.59	41,708.03	250,939.62
Health and Welfare Benefits	3401-3402	593,559.05	104,770.30	698,329.35	378,902.23	48,486.40	425,388.63	737,361.20	83,416.06	850,777.26
Unemployment Insurance	3501-3502	1,894.63	14,405.92	16,300.55	8,522.38	7,747.73	16,270.11	18,637.54	13,902.68	32,540.22
Workers' Compensation Insurance	3601-3602	27,635.72	14,405.92	42,041.64	16,401.18	8,522.51	24,923.69	34,554.44	15,292.94	49,847.38
OPEB, Allocated	3701-3702									
OPEB, Active Employees	3751-3752									
PERS Reduction (for revenue limit funded schools)	3801-3802									
Other Employee Benefits	3901-3902	48,774.00		48,774.00	8,325.50		8,325.50	16,651.00		16,651.00
Total, Employee Benefits		1,245,741.04	222,856.80	1,468,597.84	699,031.34	121,760.27	820,791.61	1,435,617.51	205,965.71	1,641,583.22
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	5,312.50	937.50	6,250.00	14,771.77	2,606.78	17,378.55	15,512.50	2,737.50	18,250.00
Books and Other Reference Materials	4200	8,500.00	1,500.00	10,000.00	3,151.57	556.16	3,707.73	4,462.50	787.50	5,250.00
Materials and Supplies	4300	35,483.90	5,824.10	41,308.00	40,223.44	6,102.18	46,325.62	43,025.00	6,350.00	49,375.00
Noncapitalized Equipment	4400	135,000.00	20,000.00	155,000.00	158,062.32	10,000.00	168,062.32	144,750.00	30,000.00	174,750.00
Food	4700	9,973.45	410,229.55	420,203.00	7,892.50	160,263.14	168,155.64	9,973.45	410,229.55	420,203.00
Total, Books and Supplies		194,269.85	438,491.15	632,761.00	224,101.60	179,528.26	403,629.86	217,723.45	450,104.55	667,828.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100									
Travel and Conferences	5200	42,000.00		42,000.00	16,735.54		16,735.54	35,000.00		35,000.00
Dues and Memberships	5300	8,000.00		8,000.00	9,133.50		9,133.50	10,250.00		10,250.00
Insurance	5400	32,250.00		32,250.00	23,911.98		23,911.98	41,750.00		41,750.00
Operations and Housekeeping Services	5500	185,000.00		185,000.00	83,921.40		83,921.40	126,000.00		126,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,215,698.00		1,215,698.00	419,513.88		419,513.88	1,215,698.00		1,215,698.00
Professional/Consulting Services and Operating Expend.	5800	1,011,619.71	898,729.29	1,910,349.00	959,755.58	439,681.61	1,399,437.19	1,111,822.91	1,098,526.09	2,210,349.00
Communications	5900	32,000.00		32,000.00	26,219.02		26,219.02			
Total, Services and Other Operating Expenditures		2,526,567.71	898,729.29	3,425,297.00	1,519,190.90	439,681.61	1,958,872.71	2,540,520.91	1,098,526.09	3,639,047.00

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:
☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		7,596,564.08	2,869,706.00	10,466,270.08	4,299,475.92	1,515,743.72	5,815,219.64	7,641,429.42	3,144,864.00	10,786,293.42
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(148,173.48)	0.00	(148,173.48)	(672,483.66)	(0.00)	(672,483.66)	37,894.18	0.00	37,894.18
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	6900-6979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	6980-6999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(148,173.48)	0.00	(148,173.48)	(672,483.66)	(0.00)	(672,483.66)	37,894.18	0.00	37,894.18
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,113,305.85	-	1,113,305.85	1,113,305.85	-	1,113,305.85	1,113,305.85	-	1,113,305.85
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		1,113,305.85	-	1,113,305.85	1,113,305.85	-	1,113,305.85	1,113,305.85	-	1,113,305.85
2. Ending Fund Balance, June 30 (E + F.1.c.)		965,132.37	0.00	965,132.37	440,822.19	(0.00)	440,822.19	1,151,200.03	0.00	1,151,200.03
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	379,828.20	-	379,828.20	174,456.59	-	174,456.59	323,588.80	-	323,588.80
Unassigned/Unappropriated Amount	9790	585,304.17	-	585,304.17	266,365.60	-	266,365.60	827,611.23	-	827,611.23

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	6,569,751.00	3,460,502.00	6,799,568.00	229,817.00	3.50%
Education Protection Account State Aid - Current Year	8012	91,062.00	62,817.00	92,178.00	1,116.00	1.23%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	-
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	-
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	-	-	-	-	-
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,660,813.00	3,523,319.00	6,891,746.00	230,933.00	3.47%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	375,438.00	41,427.00	375,438.00	-	0.00%
Special Education - Federal	8181, 8182	60,840.00	-	60,840.00	-	0.00%
Child Nutrition - Federal	8220	146,350.00	98,085.08	146,350.00	-	0.00%
Other Federal Revenues (Include ARRA)	110, 8260-829	210,093.00	485,251.00	485,251.00	275,158.00	130.97%
Total, Federal Revenues		792,721.00	624,763.08	1,067,879.00	275,158.00	34.71%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	-
Special Education - State	StateRevSE	477,390.00	212,877.00	477,390.00	-	0.00%
All Other State Revenues	StateRevAO	2,334,102.00	745,787.63	2,334,102.00	-	0.00%
Total, Other State Revenues		2,811,492.00	958,664.63	2,811,492.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	53,070.60	35,989.27	53,070.60	-	0.00%
Total, Local Revenues		53,070.60	35,989.27	53,070.60	-	0.00%
5. TOTAL REVENUES		#####	5,142,735.98	#####	506,091.00	4.90%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,702,489.52	905,973.59	1,714,307.85	11,818.33	0.69%
Certificated Pupil Support Salaries	1200	334,088.01	171,526.53	276,976.79	(57,111.22)	-17.09%
Certificated Supervisors' and Administrators' Salaries	1300	511,448.52	287,616.02	470,964.70	(40,483.82)	-7.92%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,548,026.05	1,365,116.14	2,462,249.34	(85,776.71)	-3.37%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,355,261.51	734,111.26	1,409,243.62	53,982.11	3.98%
Non-certificated Support Salaries	2200	90,500.00	39,748.40	87,269.68	(3,230.32)	-3.57%
Non-certificated Supervisors' and Administrators' Sal.	2300	92,000.00	-	-	(92,000.00)	(100%)
Clerical and Office Salaries	2400	235,972.77	129,478.49	234,350.82	(1,621.95)	-0.69%
Other Non-certificated Salaries	2900	617,853.91	363,471.17	644,721.74	26,867.83	4.35%
Total, Non-certificated Salaries		2,391,588.19	1,266,809.32	2,375,585.86	(16,002.33)	-0.67%
3. Employee Benefits						
STRS	3101-3102	486,672.98	220,413.87	440,827.74	(45,845.24)	-9.42%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	176,479.32	125,469.81	250,939.62	74,460.30	42.19%
Health and Welfare Benefits	3401-3402	698,329.35	425,388.63	850,777.26	152,447.91	21.83%
Unemployment Insurance	3501-3502	16,300.55	16,270.11	32,540.22	16,239.67	99.63%
Workers' Compensation Insurance	3601-3602	42,041.64	24,923.69	49,847.38	7,805.74	18.57%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-
Other Employee Benefits	3901-3902	48,774.00	8,325.50	16,651.00	(32,123.00)	-65.86%
Total, Employee Benefits		1,468,597.84	820,791.61	1,641,583.22	172,985.38	11.78%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,250.00	17,378.55	18,250.00	12,000.00	192.00%
Books and Other Reference Materials	4200	10,000.00	3,707.73	5,250.00	(4,750.00)	-47.50%
Materials and Supplies	4300	41,308.00	46,325.62	49,375.00	8,067.00	19.53%
Noncapitalized Equipment	4400	155,000.00	168,062.32	174,750.00	19,750.00	12.74%
Food	4700	420,203.00	168,155.64	420,203.00	-	0.00%
Total, Books and Supplies		632,761.00	403,629.86	667,828.00	35,067.00	5.54%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	42,000.00	16,735.54	35,000.00	(7,000.00)	-16.67%
Dues and Memberships	5300	8,000.00	9,133.50	10,250.00	2,250.00	28.13%
Insurance	5400	32,250.00	23,911.98	41,750.00	9,500.00	29.46%
Operations and Housekeeping Services	5500	185,000.00	63,921.40	126,000.00	(59,000.00)	-31.89%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,215,698.00	419,513.88	1,215,698.00	-	0.00%
Professional/Consulting Services and Operating Expenses	5800	1,910,349.00	1,399,437.39	2,210,349.00	300,000.00	15.70%
Communications	5900	32,000.00	26,219.02	-	(32,000.00)	(100%)
Total, Services and Other Operating Expenditures		3,425,297.00	1,958,872.71	3,639,047.00	213,750.00	6.24%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Debt Service:						
Interest	7438	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-
8. TOTAL EXPENDITURES		#####	5,815,219.64	#####	320,023.34	3.06%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES						
BEFORE OTHER FINANCING SOURCES AND USES (AS APPLICABLE)		(148,173.48)	(672,483.66)	37,894.18	186,067.66	-125.57%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Watsonville Prep School
(continued)
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		(148,173.48)	(672,483.66)	37,894.18	186,067.66	-125.57%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,113,305.85	1,113,305.85	1,113,305.85	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		1,113,305.85	1,113,305.85	1,113,305.85		
2. Ending Fund Balance, June 30 (E + F.1.c.)		965,132.37	440,822.19	1,151,200.03		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	379,828.20	174,456.59	323,588.80	(56,239.40)	-14.81%
Unassigned/Unappropriated Amount	9790	585,304.17	266,365.60	827,611.23	242,307.06	41.40%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Watsonville Prep School
(continued) _____
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒
Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐
Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	6,799,568.00	0.00	6,799,568.00	7,902,347.00	8,563,843.00
Education Protection Account State Aid - Current Year	8012	92,178.00	0.00	92,178.00	105,988.00	111,960.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	0.00	0.00	0.00	0.00	0.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,891,746.00	0.00	6,891,746.00	8,008,335.00	8,675,803.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	375,438.00	375,438.00	382,946.76	390,605.70
Special Education - Federal	8181, 8182	0.00	60,840.00	60,840.00	62,056.80	63,297.94
Child Nutrition - Federal	8220	0.00	146,350.00	146,350.00	149,277.00	152,262.54
Other Federal Revenues	8110, 8260-829	0.00	485,251.00	485,251.00		-
Total, Federal Revenues		0.00	1,067,879.00	1,067,879.00	594,280.56	606,166.17
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	477,390.00	477,390.00	486,937.80	496,676.56
All Other State Revenues	StateRevAO	734,507.00	1,599,595.00	2,334,102.00	2,380,784.04	2,428,399.72
Total, Other State Revenues		734,507.00	2,076,985.00	2,811,492.00	2,867,721.84	2,925,076.28
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	53,070.60	0.00	53,070.60	25,000.00	25,000.00
Total, Local Revenues		53,070.60	0.00	53,070.60	25,000.00	25,000.00
5. TOTAL REVENUES						
		7,679,323.60	3,144,864.00	#####	11,495,337.40	12,232,045.45
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,537,021.21	177,286.64	1,714,307.85	1,778,737.09	1,845,099.20
Certificated Pupil Support Salaries	1200	249,279.11	27,697.68	276,976.79	285,286.09	293,844.68
Certificated Supervisors' and Administrators' Salaries	1300	405,551.12	65,413.58	470,964.70	485,093.64	499,646.45
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,191,851.44	270,397.90	2,462,249.34	2,549,116.82	2,638,590.32
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	403,995.81	1,005,247.81	1,409,243.62	1,491,520.93	1,576,266.56
Non-certificated Support Salaries	2200	87,269.68	0.00	87,269.68	89,887.77	92,584.40
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	176,341.47	58,009.35	234,350.82	241,381.34	248,622.78
Other Non-certificated Salaries	2900	588,109.15	56,612.59	644,721.74	664,063.39	683,985.29
Total, Non-certificated Salaries		1,255,716.11	1,119,869.75	2,375,585.86	2,486,853.44	2,601,459.04

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Watsonville Prep School
(continued) _____
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	389,181.74	51,646.00	440,827.74	486,881.31	503,970.75
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	209,231.59	41,708.03	250,939.62	258,467.81	266,221.84
Health and Welfare Benefits	3401-3402	767,361.20	83,416.06	850,777.26	876,300.58	902,589.60
Unemployment Insurance	3501-3502	18,637.54	13,902.68	32,540.22	33,516.43	34,521.92
Workers' Compensation Insurance	3601-3602	34,554.44	15,292.94	49,847.38	51,342.80	52,883.09
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	16,651.00	0.00	16,651.00	17,150.53	17,665.05
Total, Employee Benefits		1,435,617.51	205,965.71	1,641,583.22	1,723,659.46	1,777,852.24
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	15,512.50	2,737.50	18,250.00	18,797.50	19,361.43
Books and Other Reference Materials	4200	4,462.50	787.50	5,250.00	5,407.50	5,569.73
Materials and Supplies	4300	43,025.00	6,350.00	49,375.00	50,856.25	52,381.94
Noncapitalized Equipment	4400	144,750.00	30,000.00	174,750.00	179,992.50	185,392.28
Food	4700	9,973.45	410,229.55	420,203.00	432,809.09	445,793.36
Total, Books and Supplies		217,723.45	450,104.55	667,828.00	687,862.84	708,498.73
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	35,000.00	0.00	35,000.00	36,050.00	37,131.50
Dues and Memberships	5300	10,250.00	0.00	10,250.00	10,557.50	10,874.23
Insurance	5400	41,750.00	0.00	41,750.00	43,002.50	44,292.58
Operations and Housekeeping Services	5500	126,000.00	0.00	126,000.00	129,780.00	133,673.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,215,698.00	0.00	1,215,698.00	1,252,168.94	1,289,734.01
Professional/Consulting Services and Operating Expenditures	5800	1,111,822.91	1,098,526.09	2,210,349.00	2,276,659.47	2,344,959.25
Communications	5900	0.00	0.00	0.00	0.00	0.00
Total, Services and Other Operating Expenditures		2,540,520.91	1,098,526.09	3,639,047.00	3,748,218.41	3,860,664.96
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. b.)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,641,429.42	3,144,864.00	#####	11,195,710.96	11,587,065.29
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-		37,894.18	0.00	37,894.18	299,626.44	644,980.16

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Watsonville Prep School
(continued) _____
CDS #: 44 77248 0138909
Charter Approving Entity: SBE
County: Santa Cruz
Charter #: 2032
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		37,894.18	0.00	37,894.18	299,626.44	644,980.16
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,113,305.85	0.00	1,113,305.85	1,151,200.03	1,450,826.47
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,113,305.85	0.00	1,113,305.85	1,151,200.03	1,450,826.47
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,151,200.03	0.00	1,151,200.03	1,450,826.47	2,095,806.62
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	323,588.80	0.00	323,588.80	559,785.55	579,353.26
Unassigned/Unappropriated Amount	9790	827,611.23	0.00	827,611.23	891,040.92	1,516,453.36

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Hayward Collegiate
(continued) _____
CDS #: 1100170138867
Charter Approving Entity: Alameda County of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

☒ **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ **QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ **NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

(☒) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell Unterburger Date: 3/15/2025
182F51DDA6D349C Charter School Official
(Original signature required)

Print Name: Noël Russel-Unterburger Title: CFOO

To the County Superintendent of Schools:

(☒) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Juwen Lam Title: Chief of Accountability Service

For additional information on the First Interim Report, please contact:

For Approving Entity:

Juwen Lam
Name
Chief of Accountability Services
Title
510-670-4187
Phone
juwenl@acoe.org
E-mail

For Charter School:

Andrew Huaracha
Name
Accounting & Finance Supervisor
Title
831-245-5157
Phone
andrew.huaracha@navigatorschools.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor

Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Hayward Collegiate
(continued)
CDS #: 1100170138867
Charter Approving Entity: Alameda County of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description		Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	1,660,024.00		1,660,024.00	901,815.00		901,815.00	1,813,205.00		1,813,205.00
Education Protection Account State Aid - Current Year		8012	43,938.00		43,938.00	18,493.00		18,493.00	45,392.00		45,392.00
State Aid - Prior Years		8019									
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,062,249.00		1,062,249.00				1,016,445.00		1,016,445.00
Other LCFF Transfers		8091, 8097									
Total, LCFF Sources			2,766,211.00	-	2,766,211.00	920,308.00	-	920,308.00	2,875,042.00	-	2,875,042.00
2. Federal Revenues											
No Child Left Behind/Every Student Succeeds Act		8290		89,804.00	89,804.00		14,489.00	14,489.00		89,804.00	89,804.00
Special Education - Federal		8181, 8182		27,062.00	27,062.00					27,062.00	27,062.00
Child Nutrition - Federal		8220		124,671.00	124,671.00		50,923.35	50,923.35		124,671.00	124,671.00
Donated Food Commodities		8221									
Other Federal Revenues		8110, 8260-8299					7,710.00	7,710.00		7,710.00	7,710.00
Total, Federal Revenues			-	241,537.00	241,537.00	-	73,122.35	73,122.35	-	249,247.00	249,247.00
3. Other State Revenues											
Special Education - State		StateRevSE		315,812.00	315,812.00		95,401.00	95,401.00		315,812.00	315,812.00
All Other State Revenues		StateRevAO	220,887.40	577,733.60	798,621.00	109,611.53	159,015.07	268,626.60	220,887.40	577,733.60	798,621.00
Total, Other State Revenues			220,887.40	893,545.60	1,114,433.00	109,611.53	254,416.07	364,027.60	220,887.40	893,545.60	1,114,433.00
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	127,500.00		127,500.00	24,712.26		24,712.26	214,688.00		214,688.00
Total, Local Revenues			127,500.00	-	127,500.00	24,712.26	-	24,712.26	214,688.00	-	214,688.00
5. TOTAL REVENUES			3,114,598.40	1,135,082.60	4,249,681.00	1,054,631.79	327,538.42	1,382,170.21	3,310,617.40	1,142,792.60	4,453,410.00
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	789,118.00	66,500.00	855,618.00	455,543.14		455,543.14	746,302.00	66,500.00	812,802.00
Certificated Pupil Support Salaries		1200	77,605.00	4,000.00	81,605.00	39,688.25	4,409.81	44,098.06	75,834.90	8,426.10	84,261.00
Certificated Supervisors' and Administrators' Salaries		1300	193,795.13	37,014.87	230,810.00	113,569.44	25,343.90	138,913.34	202,756.13	37,014.87	239,771.00
Other Certificated Salaries		1900									
Total, Certificated Salaries			1,060,518.13	107,514.87	1,168,033.00	608,800.83	29,753.71	638,554.53	1,024,893.03	111,940.97	1,136,834.00
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	347,538.90	187,461.10	535,000.00	264,198.06	200,250.81	464,448.87	437,931.57	220,847.43	658,779.00
Non-certificated Support Salaries		2200	68,500.00		68,500.00	5,934.50		5,934.50	12,401.00		12,401.00
Non-certificated Supervisors' and Administrators' Sal		2300									
Clerical and Office Salaries		2400	113,880.00		113,880.00	74,973.29		74,973.29	155,000.00		155,000.00
Other Non-certificated Salaries		2900	426,750.00	24,500.00	451,250.00	176,728.06	53,485.63	230,213.69	376,989.00	24,500.00	401,489.00
Total, Non-certificated Salaries			956,668.90	211,961.10	1,168,630.00	521,833.91	253,736.44	775,570.35	982,321.57	245,347.43	1,227,669.00
3. Employee Benefits											
STRS		3101-3102	187,160.93	20,535.34	207,696.27	88,481.90	5,682.96	94,164.86	166,948.99	21,380.73	188,329.72
PEIRS		3201-3202									
OASDI / Medicare / Alternative		3301-3302	75,201.72	9,584.28	84,786.00	58,535.11	8,504.70	67,039.81	93,360.97	10,718.65	104,079.62
Health and Welfare Benefits		3401-3402	218,441.92	25,558.08	244,000.00	165,601.54	17,009.41	182,610.95	306,638.83	28,583.07	335,221.90
Unemployment Insurance		3501-3502	3,634.24	3,194.76	6,829.00	4,703.55	2,834.90	7,538.45	9,504.02	3,572.88	13,076.90
Workers' Compensation Insurance		3601-3602	8,464.76	3,514.24	11,979.00	7,035.11	3,118.39	10,153.50	13,376.83	3,930.17	17,307.00
OPEB, Allocated		3701-3702									
OPEB, Active Employees		3751-3752									
Other Employee Benefits		3901-3902	9,263.00		9,263.00	7,121.95		7,121.95	9,250.00		9,250.00
Total, Employee Benefits			502,166.58	62,386.69	564,553.27	331,479.16	37,150.36	368,629.52	599,079.63	68,185.51	667,265.14
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	5,312.50	937.50	6,250.00	4,371.72	771.48	5,143.20	4,525.00	975.00	5,500.00
Books and Other Reference Materials		4200	5,525.00	975.00	6,500.00	12,295.77	2,169.84	14,465.61	13,025.00	2,475.00	15,500.00
Materials and Supplies		4300	59,112.50	12,387.50	71,500.00	42,670.66	6,991.01	49,661.67	49,450.00	8,050.00	57,500.00
Noncapitalized Equipment		4400	87,500.00		87,500.00	116,667.24		116,667.24	120,000.00		120,000.00
Food		4700	7,172.00	356,202.00	363,374.00	3,251.26	162,071.92	165,323.18	7,545.61	323,100.75	330,646.36
Total, Books and Supplies			164,622.00	370,502.00	535,124.00	179,256.85	172,004.25	351,260.90	194,545.61	334,600.75	529,146.36
5. Services and Other Operating Expenditures											
Subagreements for Services		5100									
Travel and Conferences		5200	22,500.00		22,500.00	7,419.21		7,419.21	15,000.00		15,000.00
Dues and Memberships		5300	4,750.00		4,750.00	4,499.42		4,499.42	5,250.00		5,250.00
Insurance		5400	9,750.00		9,750.00	9,020.29		9,020.29	18,000.00		18,000.00
Operations and Housekeeping Services		5500	74,500.00		74,500.00	38,911.90		38,911.90	70,000.00		70,000.00
Rentals, Leases, Repairs, and Noncap. Improvements		5600	215,000.00		215,000.00	152,446.88		152,446.88	222,867.00		222,867.00
Transfers of Direct Costs		5700-5799									
Professional/Consulting Services and Operating Expend.		5800	271,588.06	382,717.94	654,306.00	508,304.48	7,307.25	515,611.73	292,282.06	382,717.94	675,000.00
Communications		5900	32,750.00		32,750.00	25,472.26		25,472.26	37,500.00		37,500.00
Total, Services and Other Operating Expenditures			630,838.06	382,717.94	1,013,556.00	746,074.44	7,307.25	753,381.69	660,899.06	382,717.94	1,043,617.00

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Hayward Collegiate
 (continued)
 CDS #: 1100170138867
 Charter Approving Entity: Alameda County of Education
 County: Alameda
 Charter #: 2027
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170									
Buildings and Improvements of Buildings	6200									
Books and Media for New School Libraries or Major	6300									
Expansion of School Libraries	6400									
Equipment	6500									
Equipment Replacement	6600									
Lease Assets	6700									
Subscription Assets	6900									
Depreciation Expense (for accrual basis only)	6910									
Amortization Expense-Lease Assets	6920									
Amortization Expense-Subscription Assets										
Total, Capital Outlay										
7. Other Outgo										
Tuition to Other Schools	7110-7143									
Transfers of Pass-through Revenues to Other LEAs	7211-7213									
Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE									
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO									
All Other Transfers	7281-7299									
Transfers of Indirect Costs	7300-7399									
Debt Service:										
Interest	7438	144,490.00		144,490.00				144,490.00		144,490.00
Principal (for modified accrual basis only)	7439									
Total, Other Outgo		144,490.00		144,490.00				144,490.00		144,490.00
8. TOTAL EXPENDITURES		3,459,303.67	1,135,082.60	4,594,386.27	2,387,444.98	499,952.01	2,887,396.99	3,606,228.90	1,142,792.60	4,749,021.50
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(344,705.27)	(0.00)	(344,705.27)	(1,332,813.19)	(172,413.59)	(1,505,226.78)	(295,611.50)	0.00	(295,611.50)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979									
2. Less: Other Uses	7630-7699									
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999									
4. TOTAL OTHER FINANCING SOURCES / USES										
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(344,705.27)	(0.00)	(344,705.27)	(1,332,813.19)	(172,413.59)	(1,505,226.78)	(295,611.50)	0.00	(295,611.50)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	797,714.38		797,714.38	797,714.38		797,714.38	797,714.38		797,714.38
b. Adjustments to Beginning Balance	9793, 9795									
c. Adjusted Beginning Balance		797,714.38		797,714.38	797,714.38		797,714.38	797,714.38		797,714.38
2. Ending Fund Balance, June 30 (E + F.1.c.)		453,009.11	(0.00)	453,009.11	(535,098.81)	(172,413.59)	(707,512.40)	502,102.88	0.00	502,102.88
Components of Ending Fund Balance:										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711									
Stores (equals object 9320)	9712									
Prepaid Expenditures (equals object 9330)	9713									
All Others	9719									
b. Restricted										
c. Committed										
Stabilization Arrangements	9750									
Other Commitments	9760									
d. Assigned										
Other Assignments	9780									
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	162,359.47		162,359.47	86,621.91		86,621.91	148,335.46		148,335.46
Unassigned/Unappropriated Amount	9790	290,649.64	(0.00)	290,649.64	(621,720.72)	(172,413.59)	(794,134.31)	353,767.41	0.00	353,767.41

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Hayward Collegiate
(continued)
CDS #: 1100170138867
Charter Approving Entity: Alameda County of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2024/25

Description		Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
A. REVENUES						\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
1. LCFF/Revenue Limit Sources							
State Aid - Current Year		8011	1,660,024.00	901,815.00	1,813,205.00	153,181.00	9.23%
Education Protection Account State Aid - Current Year		8012	43,938.00	18,493.00	45,392.00	1,454.00	3.31%
State Aid - Prior Years		8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes		8096	1,062,249.00	-	1,016,445.00	(45,804.00)	-4.31%
Other LCFF Transfers		8091, 8097	-	-	-	-	
Total, LCFF Sources			2,766,211.00	920,308.00	2,875,042.00	108,831.00	3.93%
2. Federal Revenues							
No Child Left Behind/Every Student Succeeds Act		8290	89,804.00	14,489.00	89,804.00	-	0.00%
Special Education - Federal		8181, 8182	27,062.00	-	27,062.00	-	0.00%
Child Nutrition - Federal		8220	124,671.00	50,923.35	124,671.00	-	0.00%
Donated Food Commodities		8221	-	-	-	-	
Other Federal Revenues		8110, 8260-8299	-	7,710.00	7,710.00	7,710.00	New
Total, Federal Revenues			241,537.00	73,122.35	249,247.00	7,710.00	3.19%
3. Other State Revenues							
Special Education - State		StateRevSE	315,812.00	95,401.00	315,812.00	-	0.00%
All Other State Revenues		StateRevAO	798,621.00	268,626.60	798,621.00	-	0.00%
Total, Other State Revenues			1,114,433.00	364,027.60	1,114,433.00	-	0.00%
4. Other Local Revenues							
All Other Local Revenues		LocalRevAO	127,500.00	24,712.26	214,688.00	87,188.00	68.38%
Total, Local Revenues			127,500.00	24,712.26	214,688.00	87,188.00	68.38%
5. TOTAL REVENUES			4,249,681.00	1,382,170.21	4,453,410.00	203,729.00	4.79%
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries		1100	855,618.00	455,543.14	812,802.00	(42,816.00)	-5.00%
Certificated Pupil Support Salaries		1200	81,605.00	44,098.05	84,261.00	2,656.00	3.25%

Certificated Supervisors' and Administrators' Salaries Other Certificated Salaries Total, Certificated Salaries	1300	230,810.00	138,913.34	239,771.00	8,961.00	3.88%
	1900	-	-	-	-	-
2. Non-certificated Salaries Non-certificated Instructional Aides' Salaries Non-certificated Support Salaries Non-certificated Supervisors' and Administrators' Sal. Clerical and Office Salaries Other Non-certificated Salaries Total, Non-certificated Salaries	2100	535,000.00	464,448.87	658,779.00	123,779.00	23.14%
	2200	68,500.00	5,934.50	12,401.00	(56,099.00)	-81.90%
	2300	-	-	-	-	-
	2400	113,880.00	74,973.29	155,000.00	41,120.00	36.11%
	2900	451,250.00	230,213.69	401,489.00	(49,761.00)	-11.03%
	Total, Non-certificated Salaries	1,168,630.00	775,570.35	1,227,669.00	59,039.00	5.05%
3. Employee Benefits STRS PERS OASDI / Medicare / Alternative Health and Welfare Benefits Unemployment Insurance Workers' Compensation Insurance OPEB, Allocated OPEB, Active Employees Other Employee Benefits Total, Employee Benefits	3101-3102	207,696.27	94,164.86	188,329.72	(19,366.55)	-9.32%
	3201-3202	-	-	-	-	-
	3301-3302	84,786.00	67,039.81	104,079.62	19,293.62	22.76%
	3401-3402	244,000.00	182,610.95	335,221.90	91,221.90	37.39%
	3501-3502	6,829.00	7,538.45	13,076.90	6,247.90	91.49%
	3601-3602	11,979.00	10,153.50	17,307.00	5,328.00	44.48%
	3701-3702	-	-	-	-	-
	3751-3752	-	-	-	-	-
	3901-3902	9,263.00	7,121.95	9,250.00	(13.00)	-0.14%
	Total, Employee Benefits	564,553.27	368,629.52	667,265.14	102,711.87	18.19%
4. Books and Supplies Approved Textbooks and Core Curricula Materials Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies	4100	6,250.00	5,143.20	5,500.00	(750.00)	-12.00%
	4200	6,500.00	14,465.61	15,500.00	9,000.00	138.46%
	4300	71,500.00	49,661.67	57,500.00	(14,000.00)	-19.58%
	4400	87,500.00	116,667.24	120,000.00	32,500.00	37.14%
	4700	363,374.00	165,323.18	330,646.36	(32,727.64)	-9.01%
	Total, Books and Supplies	535,124.00	351,260.90	529,146.36	(5,977.64)	-1.12%
5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements Transfers of Direct Costs Professional/Consulting Services and Operating Expend. Communications Total, Services and Other Operating Expenditures	5100	-	-	-	-	-
	5200	22,500.00	7,419.21	15,000.00	(7,500.00)	-33.33%
	5300	4,750.00	4,499.42	5,250.00	500.00	10.53%
	5400	9,750.00	9,020.29	18,000.00	8,250.00	84.62%
	5500	74,500.00	38,911.90	70,000.00	(4,500.00)	-6.04%
	5600	215,000.00	152,446.88	222,867.00	7,867.00	3.66%
	5700-5799	-	-	-	-	-
	5800	654,306.00	515,611.73	675,000.00	20,694.00	3.16%
	5900	32,750.00	25,472.26	37,500.00	4,750.00	14.50%
	Total, Services and Other Operating Expenditures	1,013,556.00	753,381.69	1,043,617.00	30,061.00	2.97%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) Land and Land Improvements Buildings and Improvements of Buildings Books and Media for New School Libraries or Major Expansion of School Libraries Equipment	6100-6170	-	-	-	-	-
	6200	-	-	-	-	-
	6300	-	-	-	-	-
	6400	-	-	-	-	-

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**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate
(continued) _____
CDS #: 1100170138867
Charter Approving Entity: Alameda County of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,813,205.00	0.00	1,813,205.00	1,968,310.00	2,074,990.00
Education Protection Account State Aid - Current Year	8012	45,392.00	0.00	45,392.00	47,444.00	47,444.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,016,445.00	0.00	1,016,445.00	1,062,249.00	1,062,249.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,875,042.00	0.00	2,875,042.00	3,078,003.00	3,184,683.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	89,804.00	89,804.00	130,906.00	161,324.00
Special Education - Federal	8181, 8182	0.00	27,062.00	27,062.00	44,720.00	55,640.00
Child Nutrition - Federal	8220	0.00	124,671.00	124,671.00	138,411.00	139,131.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	7,710.00	7,710.00		
Total, Federal Revenues		0.00	249,247.00	249,247.00	314,037.00	356,095.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	315,812.00	315,812.00	360,518.00	438,013.00
All Other State Revenues	StateRevAO	220,887.40	577,733.60	798,621.00	971,815.00	1,012,595.00
Total, Other State Revenues		220,887.40	893,545.60	1,114,433.00	1,332,333.00	1,450,608.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	214,688.00	0.00	214,688.00	250,500.00	200,500.00
Total, Local Revenues		214,688.00	0.00	214,688.00	250,500.00	200,500.00
5. TOTAL REVENUES		3,310,617.40	1,142,792.60	4,453,410.00	4,974,873.00	5,191,886.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	746,302.00	66,500.00	812,802.00	837,186.06	862,301.64
Certificated Pupil Support Salaries	1200	75,834.90	8,426.10	84,261.00	86,788.83	89,392.49
Certificated Supervisors' and Administrators' Salaries	1300	202,756.13	37,014.87	239,771.00	246,964.13	254,373.05
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		1,024,893.03	111,940.97	1,136,834.00	1,170,939.02	1,206,067.19
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	437,931.57	220,847.43	658,779.00	678,542.37	698,898.64
Non-certificated Support Salaries	2200	12,401.00	0.00	12,401.00	12,773.03	13,156.22
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	155,000.00	0.00	155,000.00	159,650.00	164,439.50
Other Non-certificated Salaries	2900	376,989.00	24,500.00	401,489.00	413,533.67	425,939.68
Total, Non-certificated Salaries		982,321.57	245,347.43	1,227,669.00	1,264,499.07	1,302,434.04

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate

(continued)

CDS #: 1100170138867

Charter Approving Entity: Alameda County of Education

County: Alameda

Charter #: 2027

Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	166,948.99	21,380.73	188,329.72	223,649.35	230,358.83
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	93,360.97	10,718.65	104,079.62	106,161.21	108,284.44
Health and Welfare Benefits	3401-3402	306,638.83	28,583.07	335,221.90	341,926.34	348,764.86
Unemployment Insurance	3501-3502	9,504.02	3,572.88	13,076.90	13,338.44	13,605.21
Workers' Compensation Insurance	3601-3602	13,376.83	3,930.17	17,307.00	17,653.14	18,006.20
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	9,250.00	0.00	9,250.00	9,435.00	9,623.70
Total, Employee Benefits		599,079.63	68,185.51	667,265.14	712,163.48	728,643.24
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	4,525.00	975.00	5,500.00	5,610.00	5,722.20
Books and Other Reference Materials	4200	13,025.00	2,475.00	15,500.00	15,810.00	16,126.20
Materials and Supplies	4300	49,450.00	8,050.00	57,500.00	58,650.00	59,823.00
Noncapitalized Equipment	4400	120,000.00	0.00	120,000.00	122,400.00	124,848.00
Food	4700	7,545.61	323,100.75	330,646.36	337,259.29	344,004.47
Total, Books and Supplies		194,545.61	334,600.75	529,146.36	539,729.29	550,523.87
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	15,000.00	0.00	15,000.00	15,300.00	15,606.00
Dues and Memberships	5300	5,250.00	0.00	5,250.00	5,355.00	5,462.10
Insurance	5400	18,000.00	0.00	18,000.00	18,360.00	18,727.20
Operations and Housekeeping Services	5500	70,000.00	0.00	70,000.00	71,400.00	72,828.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	222,867.00	0.00	222,867.00	227,324.34	231,870.83
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		0.00
Professional/Consulting Services and Operating Expend.	5800	292,282.06	382,717.94	675,000.00	714,000.00	728,280.00
Communications	5900	37,500.00	0.00	37,500.00	38,250.00	39,015.00
Total, Services and Other Operating Expenditures		660,899.06	382,717.94	1,043,617.00	1,089,989.34	1,111,789.13
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Lease Assets	6600	0.00	0.00	0.00		
Subscription Assets	6700	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00		
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00		
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	144,490.00	0.00	144,490.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		144,490.00	0.00	144,490.00	0.00	0.00
8. TOTAL EXPENDITURES		3,606,228.90	1,142,792.60	4,749,021.50	4,777,320.20	4,899,457.48
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(295,611.50)	0.00	(295,611.50)	197,552.80	292,428.52

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Hayward Collegiate
(continued) _____
CDS #: 1100170138867
Charter Approving Entity: Alameda County of Education
County: Alameda
Charter #: 2027
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(295,611.50)	0.00	(295,611.50)	197,552.80	292,428.52
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	797,714.38	0.00	797,714.38	502,102.88	699,655.68
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		797,714.38	0.00	797,714.38	502,102.88	699,655.68
2. Ending Fund Balance, June 30 (E + F.1.c.)		502,102.88	0.00	502,102.88	699,655.68	992,084.20
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	148,335.46	0.00	148,335.46	142,429.51	146,066.93
Unassigned/Unappropriated Amount	9790	353,767.41	0.00	353,767.42	557,226.17	846,017.28

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

To the entity that approved the charter school:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterbuerger Date 3/15/2025
DocuSigned by: _____
182F51DDA6D34FC...
Charter School Official
(Original signature required)
Print
Name: Noël Russel-Unterbuerger Title CFOO

To the County Superintendent of Schools:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print
Name: Elizabeth Wilson Title CBO

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Elizabeth Wilson</u>	<u>Andrew Huaracha</u>
Name	Name
<u>CBO</u>	<u>Accounting & Finance Specialist</u>
Title	Title
<u>630-6300</u>	<u>831-245-5157</u>
Phone	Phone
<u>elizabeth.wilson@HESD.org</u>	<u>andrew.huaracha@navigatorschoo</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Hollister Prep School

(continued)

CDS #: 35-67470-0127688

Charter Approving Entity: Hollister School District

County: San Benito

Charter #: 1507

Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	4,231,525.00		4,231,525.00	1,969,853.99		1,969,853.99	4,251,898.00		4,251,898.00
Education Protection Account State Aid - Current Year	8012	102,548.00		102,548.00	50,710.00		50,710.00	102,580.00		102,580.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015									
State Aid - Prior Years	8019									
Tax Relief Subventions	8020-8039									
County and District Taxes	8040-8079									
Miscellaneous Funds	8080-8089									
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092									
Charter Schools Funding in Lieu of Property Taxes	8096	1,827,837.00		1,827,837.00			-	1,796,586.00		1,796,586.00
Other LCFF/Revenue Limit Transfers	8091, 8097			-			-			-
Total, LCFF/Revenue Limit Sources		6,161,910.00	-	6,161,910.00	2,020,563.99	-	2,020,563.99	6,151,064.00	-	6,151,064.00
2. Federal Revenues										
No Child Left Behind	8290		257,034.00	257,034.00		33,181.00	33,181.00		257,034.00	257,034.00
Special Education - Federal	8161, 8162		70,200.00	70,200.00					70,200.00	70,200.00
Child Nutrition - Federal	8220		2,684.00	2,684.00					2,684.00	2,684.00
Other Federal Revenues	8110, 8260-8299		185,000.00	185,000.00		415,188.00	415,188.00		415,188.00	415,188.00
Total, Federal Revenues		-	515,118.00	515,118.00	-	448,369.00	448,369.00	-	745,306.00	745,306.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SBX3-4)	N/A thru 14/15, StateRevSE		562,431.00	562,431.00		257,869.00	257,869.00		562,431.00	562,431.00
Special Education - State	StateRevAO	131,518.80	726,082.20	857,601.00	47,511.69	204,959.35	252,471.04	131,518.80	726,082.20	857,601.00
All Other State Revenues		131,518.80	1,288,513.20	1,420,032.00	47,511.69	462,828.35	510,340.04	131,518.80	1,288,513.20	1,420,032.00
Total, Other State Revenues										
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	62,500.00		62,500.00	73,202.52		73,202.52	75,000.00		75,000.00
Total, Local Revenues		62,500.00	-	62,500.00	73,202.52	-	73,202.52	75,000.00	-	75,000.00
5. TOTAL REVENUES										
		6,355,928.80	1,803,631.20	8,159,560.00	2,141,278.20	911,197.35	3,052,475.55	6,357,582.80	2,033,819.20	8,391,402.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,732,637.75	156,228.94	1,888,866.69	995,490.23	78,005.85	1,073,496.08	1,669,755.59	140,044.25	1,809,799.84
Certificated Pupil Support Salaries	1200	461,238.40	51,248.71	512,487.11	228,608.23	25,400.92	254,009.15	380,987.46	42,331.94	423,319.40
Certificated Supervisors' and Administrators' Salaries	1300	498,032.25	36,658.00	534,690.25	291,615.07	19,939.30	311,554.37	521,025.45	52,851.59	573,877.04
Other Certificated Salaries	1900									
Total, Certificated Salaries		2,691,908.40	244,135.65	2,936,044.05	1,515,713.53	123,346.07	1,639,059.60	2,571,768.50	235,227.78	2,806,996.28
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	338,619.15	887,282.64	1,225,901.79	425,443.72	359,900.05	785,343.77	444,734.43	929,923.73	1,374,658.16
Non-certificated Support Salaries	2200	20,303.36		20,303.36	11,208.00		11,208.00	17,936.24		17,936.24
Non-certificated Supervisors' and Administrators' Sal.	2300									
Clerical and Office Salaries	2400	211,159.49	50,377.00	261,536.49	110,803.27	30,431.01	140,434.28	189,429.58	58,175.96	247,605.54
Other Non-certificated Salaries	2500	506,937.99	17,442.34	524,380.33	249,281.05	7,843.26	257,124.31	456,593.16	12,602.86	469,196.02
Total, Non-certificated Salaries		1,077,019.99	955,101.98	2,032,121.97	795,936.04	398,174.32	1,194,110.36	1,108,695.41	1,000,702.55	2,109,397.96
3. Employee Benefits										
STRS	3101-3102	560,784.41	46,629.91	607,414.32	239,390.54	23,559.10	262,949.64	480,970.77	44,928.51	525,899.28
PERS	3201-3202									
OASDI / Medicare / Alternative	3301-3302	121,965.79	47,969.51	169,935.30	111,810.95	15,645.61	127,456.56	217,835.21	37,077.91	254,913.12
Health and Welfare Benefits	3401-3402	628,289.16	89,846.63	718,135.79	495,285.04	31,291.22	526,576.26	798,996.70	74,155.82	873,152.52
Unemployment Insurance	3501-3502	474.06	11,992.38	12,466.44	9,101.58	5,215.20	14,316.78	16,274.26	12,359.30	28,633.56
Workers' Compensation Insurance	3601-3602	40,516.52	13,191.61	53,708.13	23,925.34	5,736.72	29,662.06	45,728.89	13,595.23	59,324.12
OPEB, Allocated	3701-3702									
OPEB, Active Employees	3751-3752									
PERS Reduction (for revenue limit funded schools)	3801-3802									
Other Employee Benefits	3901-3902	22,500.00		22,500.00	6,068.63		6,068.63	12,137.26		12,137.26
Total, Employee Benefits		1,374,529.94	203,730.04	1,578,259.98	795,582.07	81,447.86	877,029.93	1,571,943.09	182,116.77	1,754,059.86
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	8,500.00	1,500.00	10,000.00	7,215.31	1,273.29	8,488.60	8,500.00	1,500.00	10,000.00
Books and Other Reference Materials	4200	3,825.00	675.00	4,500.00	1,956.02	345.18	2,301.20	3,825.00	675.00	4,500.00
Materials and Supplies	4300	54,487.80	10,903.20	65,391.00	30,138.79	5,511.61	35,650.40	53,895.83	8,604.17	62,500.00
Noncapitalized Equipment	4400	63,160.90	4,339.10	67,500.00	56,389.01	10,000.00	66,389.01	53,250.00	20,000.00	73,250.00
Food	4700	4,060.00	8,240.00	12,300.00	2,920.98	1,548.10	4,469.08	5,866.00	2,884.00	8,750.00
Total, Books and Supplies		134,033.70	25,657.30	159,691.00	98,620.11	18,678.18	117,298.29	125,336.83	33,663.17	159,000.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100									
Travel and Conferences	5200	27,500.00		27,500.00	5,889.34		5,889.34	12,500.00		12,500.00
Dues and Memberships	5300	10,000.00		10,000.00	10,500.97		10,500.97	19,000.00		19,000.00
Insurance	5400	42,500.00		42,500.00	29,502.18		29,502.18	42,500.00		42,500.00
Operations and Housekeeping Services	5500	47,500.00		47,500.00	660.00		660.00	22,750.00		22,750.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,500.00		12,500.00	8,765.29		8,765.29	12,500.00		12,500.00
Professional/Consulting Services and Operating Expend.	5800	1,247,004.77	375,006.23	1,622,011.00	772,620.13	289,550.92	1,062,171.05	1,039,902.07	582,108.93	1,622,011.00
Communications	5900	4,500.00		4,500.00	4,976.15		4,976.15	6,200.00		6,200.00
Total, Services and Other Operating Expenditures		1,391,504.77	375,006.23	1,766,511.00	832,905.06	289,550.92	1,122,455.98	1,149,352.07	582,108.93	1,731,461.00

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Hollister Prep School
(continued)
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:
☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	14,469.00	-	14,469.00	14,469.00	-	14,469.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	14,469.00	-	14,469.00	14,469.00	-	14,469.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7261-7299	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		6,668,996.80	1,803,631.20	8,472,628.00	4,053,225.81	911,197.35	4,964,423.16	6,541,564.90	2,033,819.20	8,575,384.10
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(313,068.00)	-	(313,068.00)	(1,911,947.61)	(0.00)	(1,911,947.61)	(183,982.10)	0.00	(183,982.10)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8950-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8990-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(313,068.00)	-	(313,068.00)	(1,911,947.61)	(0.00)	(1,911,947.61)	(183,982.10)	0.00	(183,982.10)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,655,252.09	-	2,655,252.09	2,655,252.09	-	2,655,252.09	2,655,252.09	-	2,655,252.09
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		2,655,252.09	-	2,655,252.09	2,655,252.09	-	2,655,252.09	2,655,252.09	-	2,655,252.09
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,342,184.09	-	2,342,184.09	743,304.48	(0.00)	743,304.48	2,471,269.99	0.00	2,471,269.99
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	333,449.84	-	333,449.84	148,932.69	-	148,932.69	257,261.52	-	257,261.52
Unassigned/Unappropriated Amount	9790	2,008,734.25	-	2,008,734.25	594,371.79	-	594,371.79	2,214,008.47	-	2,214,008.47

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	4,231,525.00	1,969,853.99	4,251,898.00	20,373.00	0.48%
Education Protection Account State Aid - Current Year	8012	102,548.00	50,710.00	102,580.00	32.00	0.03%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	-
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	-
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	-
Charter Schools Funding in Lieu of Property Taxes	8096	1,827,837.00	-	1,796,586.00	(31,251.00)	-1.71%
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		6,161,910.00	2,020,563.99	6,151,064.00	(10,846.00)	-0.18%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	257,034.00	33,181.00	257,034.00	-	0.00%
Special Education - Federal	8181, 8182	70,200.00	-	70,200.00	-	0.00%
Child Nutrition - Federal	8220	2,884.00	-	2,884.00	-	0.00%
Other Federal Revenues (Include ARRA)	110, 8260-829	185,000.00	415,188.00	415,188.00	230,188.00	124.43%
Total, Federal Revenues		515,118.00	448,369.00	745,306.00	230,188.00	44.69%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	-
Special Education - State	StateRevSE	562,431.00	257,869.00	562,431.00	-	0.00%
All Other State Revenues	StateRevAO	857,601.00	252,471.04	857,601.00	-	0.00%
Total, Other State Revenues		1,420,032.00	510,340.04	1,420,032.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	62,500.00	73,202.52	75,000.00	12,500.00	20.00%
Total, Local Revenues		62,500.00	73,202.52	75,000.00	12,500.00	20.00%
5. TOTAL REVENUES		8,159,560.00	3,052,475.55	8,391,402.00	231,842.00	2.84%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,888,866.69	1,073,496.08	1,809,799.84	(79,066.85)	-4.19%
Certificated Pupil Support Salaries	1200	512,487.11	254,009.15	423,319.40	(89,167.71)	-17.40%
Certificated Supervisors' and Administrators' Salaries	1300	534,690.25	311,554.37	573,877.04	39,186.79	7.33%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,936,044.05	1,639,059.60	2,806,996.28	(129,047.77)	-4.40%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,225,901.79	785,343.77	1,374,658.16	148,756.37	12.13%
Non-certificated Support Salaries	2200	20,303.36	11,208.00	17,938.24	(2,365.12)	-11.65%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	261,536.49	140,434.28	247,605.54	(13,930.95)	-5.33%
Other Non-certificated Salaries	2900	524,380.33	257,124.31	469,196.02	(55,184.31)	-10.52%
Total, Non-certificated Salaries		2,032,121.97	1,194,110.36	2,109,397.96	77,275.99	3.80%
3. Employee Benefits						
STRS	3101-3102	607,414.32	262,949.64	525,899.28	(81,515.04)	-13.42%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	169,935.30	127,456.56	254,913.12	84,977.82	50.01%
Health and Welfare Benefits	3401-3402	712,235.79	436,576.26	873,152.52	160,916.73	22.59%
Unemployment Insurance	3501-3502	12,466.44	14,316.78	28,633.56	16,167.12	129.69%
Workers' Compensation Insurance	3601-3602	53,708.13	29,662.06	59,324.12	5,615.99	10.46%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-
Other Employee Benefits	3901-3902	22,500.00	6,068.63	12,137.26	(10,362.74)	-46.06%
Total, Employee Benefits		1,578,259.98	877,029.93	1,754,059.86	175,799.88	11.14%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	10,000.00	8,488.60	10,000.00	-	0.00%
Books and Other Reference Materials	4200	4,500.00	2,301.20	4,500.00	-	0.00%
Materials and Supplies	4300	65,391.00	35,650.40	62,500.00	(2,891.00)	-4.42%
Noncapitalized Equipment	4400	67,500.00	66,389.01	73,250.00	5,750.00	8.52%
Food	4700	12,300.00	4,469.08	8,750.00	(3,550.00)	-28.86%
Total, Books and Supplies		159,691.00	117,298.29	159,000.00	(691.00)	-0.43%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	27,500.00	5,880.34	12,500.00	(15,000.00)	-54.55%
Dues and Memberships	5300	10,000.00	10,500.97	13,000.00	3,000.00	30.00%
Insurance	5400	42,500.00	29,502.18	42,500.00	-	0.00%
Operations and Housekeeping Services	5500	47,500.00	660.00	22,750.00	(24,750.00)	-52.11%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,500.00	8,765.29	12,500.00	-	0.00%
Professional/Consulting Services and Operating Expenses	5800	1,622,011.00	1,062,171.05	1,622,011.00	-	0.00%
Communications	5900	4,500.00	4,976.15	6,200.00	1,700.00	37.78%
Total, Services and Other Operating Expenditures		1,766,511.00	1,122,455.98	1,731,461.00	(35,050.00)	-1.98%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	14,469.00	14,469.00	14,469.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Total, Capital Outlay		-	14,469.00	14,469.00	14,469.00	New
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		8,472,628.00	4,964,423.16	8,575,384.10	102,756.10	1.21%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES						
BEFORE OTHER FINANCING SOURCES AND USES (AS REPORTED)		(313,068.00)	(1,911,947.61)	(183,982.10)	129,085.90	-41.23%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Hollister Prep School
(continued)
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		(313,068.00)	(1,911,947.61)	(183,982.10)	129,085.90	-41.23%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,655,252.09	2,655,252.09	2,655,252.09	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		2,655,252.09	2,655,252.09	2,655,252.09		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,342,184.09	743,304.48	2,471,269.99		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	333,449.84	148,932.69	257,261.52	(76,188.32)	-22.85%
Unassigned/Unappropriated Amount	9790	2,008,734.25	594,371.79	2,214,008.47	205,274.22	10.22%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	4,251,898.00	0.00	4,251,898.00	4,400,576.00	4,899,240.00
Education Protection Account State Aid - Current Year	8012	102,580.00	0.00	102,580.00	102,600.00	106,400.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	1,796,586.00	0.00	1,796,586.00	1,827,837.00	1,827,837.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,151,064.00	0.00	6,151,064.00	6,331,013.00	6,833,477.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	257,034.00	257,034.00	264,745.02	272,687.37
Special Education - Federal	8181, 8182	0.00	70,200.00	70,200.00	72,306.00	74,475.18
Child Nutrition - Federal	8220	0.00	2,884.00	2,884.00	0.00	0.00
Other Federal Revenues	8110, 8260-829	0.00	415,188.00	415,188.00	0.00	0.00
Total, Federal Revenues		0.00	745,306.00	745,306.00	337,051.02	347,162.55
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	562,431.00	562,431.00	579,303.93	596,683.05
All Other State Revenues	StateRevAO	131,518.80	726,082.20	857,601.00	883,329.03	909,828.90
Total, Other State Revenues		131,518.80	1,288,513.20	1,420,032.00	1,462,632.96	1,506,511.95
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	75,000.00	0.00	75,000.00	407,500.00	207,500.00
Total, Local Revenues		75,000.00	0.00	75,000.00	407,500.00	207,500.00
5. TOTAL REVENUES						
		6,357,582.80	2,033,819.20	8,391,402.00	8,538,196.98	8,894,651.50
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,669,755.59	140,044.25	1,809,799.84	1,864,093.84	1,920,016.65
Certificated Pupil Support Salaries	1200	380,987.46	42,331.94	423,319.40	436,018.98	449,099.55
Certificated Supervisors' and Administrators' Salaries	1300	521,025.45	52,851.59	573,877.04	591,093.35	608,826.15
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		2,571,768.50	235,227.78	2,806,996.28	2,891,206.17	2,977,942.35
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	444,734.43	929,923.73	1,374,658.16	1,415,897.90	1,458,374.84
Non-certificated Support Salaries	2200	17,938.24	0.00	17,938.24	18,476.39	19,030.68
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	189,429.58	58,175.96	247,605.54	255,033.71	262,684.72
Other Non-certificated Salaries	2900	456,593.16	12,602.86	469,196.02	483,271.90	497,770.06
Total, Non-certificated Salaries		1,108,695.41	1,000,702.55	2,109,397.96	2,172,679.90	2,237,860.30

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Hollister Prep School
(continued)
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	480,970.77	44,928.51	525,899.28	552,220.38	568,786.99
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	217,835.21	37,077.91	254,913.12	260,011.38	265,211.61
Health and Welfare Benefits	3401-3402	798,996.70	74,155.82	873,152.52	890,615.57	908,427.88
Unemployment Insurance	3501-3502	16,274.26	12,359.30	28,633.56	29,206.23	29,790.36
Workers' Compensation Insurance	3601-3602	45,728.89	13,595.23	59,324.12	60,510.60	61,720.81
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	12,137.26	0.00	12,137.26	12,380.01	12,627.61
Total, Employee Benefits		1,571,943.09	182,116.77	1,754,059.86	1,804,944.17	1,846,565.26
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	8,500.00	1,500.00	10,000.00	10,200.00	10,404.00
Books and Other Reference Materials	4200	3,825.00	675.00	4,500.00	4,590.00	4,681.80
Materials and Supplies	4300	53,895.83	8,604.17	62,500.00	63,750.00	65,025.00
Noncapitalized Equipment	4400	53,250.00	20,000.00	73,250.00	74,715.00	76,209.30
Food	4700	5,866.00	2,884.00	8,750.00	8,925.00	9,103.50
Total, Books and Supplies		125,336.83	33,663.17	159,000.00	162,180.00	165,423.60
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	12,500.00	0.00	12,500.00	12,750.00	13,005.00
Dues and Memberships	5300	13,000.00	0.00	13,000.00	13,260.00	13,525.20
Insurance	5400	42,500.00	0.00	42,500.00	43,350.00	44,217.00
Operations and Housekeeping Services	5500	22,750.00	0.00	22,750.00	23,205.00	23,669.10
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,500.00	0.00	12,500.00	12,750.00	13,005.00
Professional/Consulting Services and Operating Expenditures	5800	1,039,902.07	582,108.93	1,622,011.00	1,654,451.22	1,687,540.24
Communications	5900	6,200.00	0.00	6,200.00	6,324.00	6,450.48
Total, Services and Other Operating Expenditures		1,149,352.07	582,108.93	1,731,461.00	1,766,090.22	1,801,412.02
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. b.)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	14,469.00	0.00	14,469.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		14,469.00	0.00	14,469.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		6,541,564.90	2,033,819.20	8,575,384.10	8,797,100.46	9,029,203.53
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-		(183,982.10)	0.00	(183,982.10)	(258,903.48)	(134,552.03)

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Hollister Prep School
(continued) _____
CDS #: 35-67470-0127688
Charter Approving Entity: Hollister School District
County: San Benito
Charter #: 1507
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		(183,982.10)	0.00	(183,982.10)	(258,903.48)	(134,552.03)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,655,252.09	0.00	2,655,252.09	2,471,269.99	2,212,366.51
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,655,252.09	0.00	2,655,252.09	2,471,269.99	2,212,366.51
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,471,269.99	0.00	2,471,269.99	2,212,366.51	2,077,814.48
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	257,261.52	0.00	257,261.52	263,913.01	270,876.11
Unassigned/Unappropriated Amount	9790	2,214,008.47	0.00	2,214,008.47	1,948,453.50	1,806,938.38

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School Dis
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

To the entity that approved the charter school:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: Noël Russell-Unterburger Date 3/15/2025
DocuSigned by: _____
182F51DDA6D344C... Charter School Official
(Original signature required)
Print
Name: Noël Russel-Unterburger Title CFOO

To the County Superintendent of Schools:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print
Name: Kimberly R. Smith Title Director of Fiscal Servic

For additional information on the Second Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Kimberly Smith</u>	<u>Andrew Huaracha</u>
Name	Name
<u>Director of Fiscal Services</u>	<u>Accounting & Finance Specialist</u>
Title	Title
<u>669-205-4082</u>	<u>831-245-5157</u>
Phone	Phone
<u>kimberly.smith@gilroyunified.org</u>	<u>andrew.huaracha@navigatorschoo</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

District Advisor Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

- This charter school uses the following basis of accounting:
- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	2,859,808.00	-	2,859,808.00	1,645,205.90		1,645,205.90	2,853,440.00		2,853,440.00
Education Protection Account State Aid - Current Year	8012	781,362.00	-	781,362.00	318,630.00		318,630.00	548,027.00		548,027.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-			-			-
State Aid - Prior Years	8019	-	-	-			-			-
Tax Relief Subventions	8020-8039	-	-	-			-			-
County and District Taxes	8040-8079	-	-	-			-			-
Miscellaneous Funds	8080-8099	-	-	-			-			-
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092	-	-	-			-			-
Charter Schools Funding in Lieu of Property Taxes	8096	3,101,015.00	-	3,101,015.00	1,218,565.74		1,218,565.74	3,324,889.00		3,324,889.00
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-			-			-
Total, LCFF/Revenue Limit Sources		6,742,185.00	-	6,742,185.00	3,182,401.64	-	3,182,401.64	6,726,356.00	-	6,726,356.00
2. Federal Revenues										
No Child Left Behind	8290		234,802.00	234,802.00		52,308.00	52,308.00		234,802.00	234,802.00
Special Education - Federal	8181, 8182		70,200.00	70,200.00			-		70,200.00	70,200.00
Child Nutrition - Federal	8220		105,627.00	105,627.00		97,258.08	97,258.08		105,627.00	105,627.00
Other Federal Revenues	110, 8260-8299		150,000.00	150,000.00		423,642.00	423,642.00		423,642.00	423,642.00
Total, Federal Revenues			560,629.00	560,629.00		573,208.08	573,208.08		834,271.00	834,271.00
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15)	N/A thru 14/15			-			-			-
Special Education - State	StateRevSE		543,799.00	543,799.00		257,027.94	257,027.94		543,799.00	543,799.00
All Other State Revenues	StateRevAO	127,506.60	930,370.40	1,057,877.00	46,620.15	848,350.72	894,970.87	127,506.60	930,370.40	1,057,877.00
Total, Other State Revenues		127,506.60	1,474,169.40	1,601,676.00	46,620.15	1,105,378.66	1,151,998.81	127,506.60	1,474,169.40	1,601,676.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	67,500.00		67,500.00	67,355.06		67,355.06	67,500.00		67,500.00
Total, Local Revenues		67,500.00	-	67,500.00	67,355.06	-	67,355.06	67,500.00	-	67,500.00
5. TOTAL REVENUES		6,937,191.60	2,034,798.40	8,971,990.00	3,296,376.85	1,678,586.74	4,974,963.59	6,921,362.60	2,308,440.40	9,229,803.00
B EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,868,275.07	152,772.90	2,021,047.97	1,089,489.99	57,554.43	1,147,044.42	2,099,713.31	169,091.43	2,268,804.74
Certificated Pupil Support Salaries	1200	207,506.14	23,056.24	230,562.38	130,684.27	13,668.51	144,352.78	210,937.77	23,445.98	234,383.75
Certificated Supervisors' and Administrators' Salaries	1300	402,966.94	60,692.72	463,659.66	242,578.85	25,351.30	267,930.15	402,966.94	62,047.40	465,014.34
Other Certificated Salaries	1900	-	-	-			-			-
Total, Certificated Salaries		2,478,748.15	236,521.86	2,715,270.01	1,462,753.11	96,574.24	1,559,327.35	2,713,618.02	254,584.81	2,968,202.83
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	937,127.20	631,614.31	1,568,741.51	136,625.33	710,075.03	846,700.36	844,191.48	769,835.09	1,614,026.57
Non-certificated Support Salaries	2200	20,303.38		20,303.38	11,208.03		11,208.03	19,520.36		19,520.36
Non-certificated Supervisors' and Administrators' Sal.	2300	76,934.00		76,934.00	2,959.00		2,959.00	76,934.00		76,934.00
Clerical and Office Salaries	2400	125,432.86	41,421.92	166,854.78	109,390.84	18,113.18	127,504.02	111,337.54	41,421.92	152,759.46
Other Non-certificated Salaries	2900	489,009.91	68,557.06	557,566.97	273,386.99	49,544.10	322,931.09	525,353.26	83,133.71	608,486.97
Total, Non-certificated Salaries		1,648,807.35	741,593.29	2,390,400.64	533,570.19	777,732.31	1,311,302.50	1,577,336.64	894,390.72	2,471,727.36
3. Employee Benefits										
STRS	3101-3102	492,696.32	45,175.68	537,872.00	239,490.28	18,445.68	257,935.96	467,246.22	48,625.70	515,871.92
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	140,656.55	29,343.45	170,000.00	94,189.35	26,229.20	120,418.55	206,367.83	34,469.27	240,837.10
Health and Welfare Benefits	3401-3402	644,034.44	70,310.59	714,345.03	364,074.04	52,458.39	416,532.43	764,126.33	68,938.53	833,064.86
Unemployment Insurance	3501-3502	11,714.13	11,487.87	23,202.00	6,264.49	8,743.07	15,007.56	18,525.36	11,489.76	30,015.12
Workers' Compensation Insurance	3601-3602	42,946.26	11,969.04	54,915.30	21,649.55	9,617.37	31,266.92	49,895.11	12,638.73	62,533.84
OPEB, Allocated	3701-3702			-			-			-
OPEB, Active Employees	3751-3752			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902	21,393.00		21,393.00	5,075.81		5,075.81	10,151.62		10,151.62
Total, Employee Benefits		1,353,440.70	168,286.63	1,521,727.33	730,743.52	115,493.71	846,237.23	1,516,312.48	176,161.98	1,692,474.46
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	10,200.00	1,800.00	12,000.00	8,490.51	1,498.32	9,988.83	10,200.00	1,800.00	12,000.00
Books and Other Reference Materials	4200	10,506.00	1,854.00	12,360.00	3,480.89	614.27	4,095.16	7,106.00	1,254.00	8,360.00
Materials and Supplies	4300	58,610.80	10,085.20	68,696.00	58,941.53	12,094.63	71,036.16	63,054.00	11,946.00	75,000.00
Noncapitalized Equipment	4400	150,000.00	30,000.00	180,000.00	203,807.37	20,000.00	223,807.37	217,000.00	25,000.00	242,000.00
Food	4700	23,932.00	280,000.00	303,932.00	12,020.17	196,455.58	208,475.75	14,162.17	301,790.00	315,952.17
Total, Books and Supplies		253,248.80	323,739.20	576,988.00	286,740.46	230,662.81	517,403.27	311,522.17	341,790.00	653,312.17
5. Services and Other Operating Expenditures										
Subagreements for Services	5100									
Travel and Conferences	5200	27,500.00		27,500.00	8,540.63		8,540.63	16,120.00		16,120.00
Dues and Memberships	5300	9,125.00		9,125.00	11,048.28		11,048.28	12,500.00		12,500.00
Insurance	5400	42,000.00		42,000.00	30,615.57		30,615.57	42,000.00		42,000.00
Operations and Housekeeping Services	5500	44,000.00		44,000.00	24,158.69		24,158.69	40,000.00		40,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,750.00		8,750.00	10,688.58		10,688.58	12,350.00		12,350.00
Professional/Consulting Services and Operating Expend.	5800	863,354.57	564,657.43	1,428,012.00	771,465.21	319,571.10	1,091,036.31	633,487.11	641,512.89	1,275,000.00
Communications	5900	31,000.00		31,000.00	17,151.96		17,151.96	29,500.00		29,500.00
Total, Services and Other Operating Expenditures		1,025,729.57	564,657.43	1,590,387.00	873,668.92	319,571.10	1,193,240.02	785,957.11	641,512.89	1,427,470.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis)										
Land and Land Improvements	6100-6170		-	-						-
Buildings and Improvements of Buildings	6200		-	-	28,983.00		28,983.00	28,983.00		28,983.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		-	-						-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	28,983.00	-	28,983.00	28,983.00	-	28,983.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7261-7299	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	335,625.00	-	335,625.00	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		335,625.00	-	335,625.00	-	-	-	-	-	-
8. TOTAL EXPENDITURES		7,095,599.57	2,034,798.41	9,130,397.98	3,916,459.20	1,540,034.17	5,456,493.37	6,933,729.42	2,308,440.40	9,242,169.82
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(158,407.97)	(0.01)	(158,407.98)	(620,082.35)	138,552.57	(481,529.78)	(12,366.82)	(0.00)	(12,366.82)
D OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(158,407.97)	(0.01)	(158,407.98)	(620,082.35)	138,552.57	(481,529.78)	(12,366.82)	(0.00)	(12,366.82)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,142,896.54	-	2,142,896.54	2,142,896.54	-	2,142,896.54	2,142,896.54	-	2,142,896.54
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		2,142,896.54	-	2,142,896.54	2,142,896.54	-	2,142,896.54	2,142,896.54	-	2,142,896.54
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,984,488.57	(0.01)	1,984,488.56	1,522,814.19	138,552.57	1,661,366.76	2,130,529.72	(0.00)	2,130,529.72
Components of Ending Fund Balance :										
a. Nonspendable							-			-
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed							-			-
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned							-			-
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated							-			-
Reserve for Economic Uncertainties	9789	354,779.98	-	354,779.98	163,694.80	-	163,694.80	277,265.09	-	277,265.09
Unassigned/Unappropriated Amount	9790	1,629,708.59	-	1,629,708.59	1,359,119.39	138,552.57	1,497,671.96	1,853,264.63	(0.00)	1,853,264.63

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	2,859,808.00	1,645,205.90	2,853,440.00	(6,368.00)	-0.22%
Education Protection Account State Aid - Current Year	8012	781,362.00	318,630.00	548,027.00	(233,335.00)	-29.86%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	-	-	-	-	
Charter Schools Funding in Lieu of Property Taxes	8096	3,101,015.00	1,218,565.74	3,324,889.00	223,874.00	7.22%
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, LCFF/Revenue Limit Sources		6,742,185.00	3,182,401.64	6,726,356.00	(15,829.00)	-0.23%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	234,802.00	52,308.00	234,802.00	-	0.00%
Special Education - Federal	8181, 8182	70,200.00	-	70,200.00	-	0.00%
Child Nutrition - Federal	8220	105,627.00	97,258.08	105,627.00	-	0.00%
Other Federal Revenues (Include ARRA)	110, 8260-829	150,000.00	423,642.00	423,642.00	273,642.00	182.43%
Total, Federal Revenues		560,629.00	573,208.08	834,271.00	273,642.00	48.81%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	
Special Education - State	StateRevSE	543,799.00	257,027.94	543,799.00	-	0.00%
All Other State Revenues	StateRevAO	1,057,877.00	894,970.87	1,057,877.00	-	0.00%
Total, Other State Revenues		1,601,676.00	1,151,998.81	1,601,676.00	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	67,500.00	67,355.06	67,500.00	-	0.00%
Total, Local Revenues		67,500.00	67,355.06	67,500.00	-	0.00%
5. TOTAL REVENUES						
		8,971,990.00	4,974,963.59	9,229,803.00	257,813.00	2.87%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,021,047.97	1,147,044.42	2,268,804.74	247,756.77	12.26%
Certificated Pupil Support Salaries	1200	230,562.38	144,352.78	234,383.75	3,821.37	1.66%
Certificated Supervisors' and Administrators' Salaries	1300	463,659.66	267,930.15	465,014.34	1,354.68	0.29%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		2,715,270.01	1,559,327.35	2,968,202.83	252,932.82	9.32%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	1,568,741.51	846,700.36	1,614,026.57	45,285.06	2.89%
Non-certificated Support Salaries	2200	20,303.38	11,208.03	19,520.36	(783.02)	-3.86%
Non-certificated Supervisors' and Administrators' Sal.	2300	76,934.00	2,959.00	76,934.00	-	0.00%
Clerical and Office Salaries	2400	166,854.78	127,504.02	152,759.46	(14,095.32)	-8.45%
Other Non-certificated Salaries	2900	557,566.97	322,931.09	608,486.97	50,920.00	9.13%
Total, Non-certificated Salaries		2,390,400.64	1,311,302.50	2,471,727.36	81,326.72	3.40%
3. Employee Benefits						
STRS	3101-3102	537,872.00	257,935.96	515,871.92	(22,000.08)	-4.09%
PERS	3201-3202	-	-	-	-	

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
OASDI / Medicare / Alternative	3301-3302	170,000.00	120,418.55	240,837.10	70,837.10	41.67%
Health and Welfare Benefits	3401-3402	714,345.03	416,532.43	833,064.86	118,719.83	16.62%
Unemployment Insurance	3501-3502	23,202.00	15,007.56	30,015.12	6,813.12	29.36%
Workers' Compensation Insurance	3601-3602	54,915.30	31,266.92	62,533.84	7,618.54	13.87%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	21,393.00	5,075.81	10,151.62	(11,241.38)	-52.55%
Total, Employee Benefits		1,521,727.33	846,237.23	1,692,474.46	170,747.13	11.22%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	12,000.00	9,988.83	12,000.00	-	0.00%
Books and Other Reference Materials	4200	12,360.00	4,095.16	8,360.00	(4,000.00)	-32.36%
Materials and Supplies	4300	68,696.00	71,036.16	75,000.00	6,304.00	9.18%
Noncapitalized Equipment	4400	180,000.00	223,807.37	242,000.00	62,000.00	34.44%
Food	4700	303,932.00	208,475.75	315,952.17	12,020.17	3.95%
Total, Books and Supplies		576,988.00	517,403.27	653,312.17	76,324.17	13.23%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	27,500.00	8,540.63	16,120.00	(11,380.00)	-41.38%
Dues and Memberships	5300	9,125.00	11,048.28	12,500.00	3,375.00	36.99%
Insurance	5400	42,000.00	30,615.57	42,000.00	-	0.00%
Operations and Housekeeping Services	5500	44,000.00	24,158.69	40,000.00	(4,000.00)	-9.09%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,750.00	10,688.58	12,350.00	3,600.00	41.14%
Professional/Consulting Services and Operating Expenses	5800	1,428,012.00	1,091,036.31	1,275,000.00	(153,012.00)	-10.72%
Communications	5900	31,000.00	17,151.96	29,500.00	(1,500.00)	-4.84%
Total, Services and Other Operating Expenditures		1,590,387.00	1,193,240.02	1,427,470.00	(162,917.00)	-10.24%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	28,983.00	28,983.00	28,983.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Total, Capital Outlay		-	28,983.00	28,983.00	28,983.00	New
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	335,625.00	-	-	(335,625.00)	(100%)
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		335,625.00	-	-	(335,625.00)	(100%)
8. TOTAL EXPENDITURES		9,130,397.98	5,456,493.37	9,242,169.82	111,771.84	1.22%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Gilroy Prep School
(continued)
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
BEFORE OTHER FINANCING SOURCES AND USES (A)		(158,407.98)	(481,529.78)	(12,366.82)	146,041.16	-92.19%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		(158,407.98)	(481,529.78)	(12,366.82)	146,041.16	-92.19%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,142,896.54	2,142,896.54	2,142,896.54	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		2,142,896.54	2,142,896.54	2,142,896.54		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,984,488.56	1,661,366.76	2,130,529.72		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	354,779.98	163,694.80	277,265.09	(77,514.88)	-21.85%
Unassigned/Unappropriated Amount	9790	1,629,708.59	1,497,671.96	1,853,264.63	223,556.03	13.72%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School Distric
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	2,853,440.00	0.00	2,853,440.00	2,949,284.00	3,067,088.00
Education Protection Account State Aid - Current Year	8012	548,027.00	0.00	548,027.00	642,139.00	781,777.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in lieu of Property Taxes	8096	3,324,889.00	0.00	3,324,889.00	3,324,889.00	3,324,889.00
Other LCFF/Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF/Revenue Limit Sources		6,726,356.00	0.00	6,726,356.00	6,916,312.00	7,173,754.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	234,802.00	234,802.00	241,846.06	249,101.44
Special Education - Federal	8181, 8182	0.00	70,200.00	70,200.00	72,306.00	74,475.18
Child Nutrition - Federal	8220	0.00	105,627.00	105,627.00	108,795.81	112,059.68
Other Federal Revenues	8110, 8260-829	0.00	423,642.00	423,642.00	0.00	0.00
Total, Federal Revenues		0.00	834,271.00	834,271.00	422,947.87	435,636.31
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	543,799.00	543,799.00	560,112.97	576,916.36
All Other State Revenues	StateRevAO	127,506.60	930,370.40	1,057,877.00	1,279,034.54	1,317,405.58
Total, Other State Revenues		127,506.60	1,474,169.40	1,601,676.00	1,839,147.51	1,894,321.94
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	67,500.00	0.00	67,500.00	157,500.00	207,500.00
Total, Local Revenues		67,500.00	0.00	67,500.00	157,500.00	207,500.00
5. TOTAL REVENUES						
		6,921,362.60	2,308,440.40	9,229,803.00	9,335,907.38	9,711,212.24
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,099,713.31	169,091.43	2,268,804.74	2,336,868.88	2,406,974.95
Certificated Pupil Support Salaries	1200	210,937.77	23,445.98	234,383.75	241,415.26	248,657.72
Certificated Supervisors' and Administrators' Salaries	1300	402,966.94	62,047.40	465,014.34	478,964.77	493,333.71
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,713,618.02	254,584.81	2,968,202.83	3,057,248.91	3,148,966.38
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	844,191.48	769,835.09	1,614,026.57	1,662,447.37	1,712,320.79
Non-certificated Support Salaries	2200	19,520.36	0.00	19,520.36	20,105.97	20,709.15
Non-certificated Supervisors' and Administrators' Sal.	2300	76,934.00	0.00	76,934.00	79,242.02	81,619.28
Clerical and Office Salaries	2400	111,337.54	41,421.92	152,759.46	157,342.24	162,062.51
Other Non-certificated Salaries	2900	525,353.26	83,133.71	608,486.97	626,741.58	645,543.83
Total, Non-certificated Salaries		1,577,336.64	894,390.72	2,471,727.36	2,545,879.18	2,622,255.56

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School Distric
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	467,246.22	48,625.70	515,871.92	583,934.54	601,452.58
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	206,367.83	34,469.27	240,837.10	245,653.84	250,566.92
Health and Welfare Benefits	3401-3402	764,126.33	68,938.53	833,064.86	849,726.16	866,720.68
Unemployment Insurance	3501-3502	18,525.36	11,489.76	30,015.12	30,615.42	31,227.73
Workers' Compensation Insurance	3601-3602	49,895.11	12,638.73	62,533.84	63,784.52	65,060.21
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	10,151.62	0.00	10,151.62	10,354.65	10,561.75
Total, Employee Benefits		1,516,312.48	176,161.98	1,692,474.46	1,784,069.13	1,825,589.86
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	10,200.00	1,800.00	12,000.00	12,240.00	12,484.80
Books and Other Reference Materials	4200	7,106.00	1,254.00	8,360.00	8,527.20	8,697.74
Materials and Supplies	4300	63,054.00	11,946.00	75,000.00	76,500.00	78,030.00
Noncapitalized Equipment	4400	217,000.00	25,000.00	242,000.00	246,840.00	251,776.80
Food	4700	14,162.17	301,790.00	315,952.17	322,271.21	328,716.64
Total, Books and Supplies		311,522.17	341,790.00	653,312.17	666,378.41	679,705.98
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	16,120.00	0.00	16,120.00	16,442.40	16,771.25
Dues and Memberships	5300	12,500.00	0.00	12,500.00	12,750.00	13,005.00
Insurance	5400	42,000.00	0.00	42,000.00	42,840.00	43,696.80
Operations and Housekeeping Services	5500	40,000.00	0.00	40,000.00	40,800.00	41,616.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,350.00	0.00	12,350.00	12,597.00	12,848.94
Professional/Consulting Services and Operating Expenditures	5800	633,487.11	641,512.89	1,275,000.00	1,300,500.00	1,326,510.00
Communications	5900	29,500.00	0.00	29,500.00	30,090.00	30,691.80
Total, Services and Other Operating Expenditures		785,957.11	641,512.89	1,427,470.00	1,456,019.40	1,485,139.79
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. b.)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	28,983.00	0.00	28,983.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		28,983.00	0.00	28,983.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP

Charter School Name: Gilroy Prep School
(continued) _____
CDS #: 43-69484-0123760
Charter Approving Entity: Gilroy Unified School District
County: Santa Clara
Charter #: 1278
Fiscal Year: 2024/25

8. TOTAL EXPENDITURES	6,933,729.42	2,308,440.40	9,242,169.82	9,509,595.04	9,761,657.57
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-	(12,366.82)	(0.00)	(12,366.82)	(173,687.66)	(50,445.33)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D)		(12,366.82)	(0.00)	(12,366.82)	(173,687.66)	(50,445.33)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,142,896.54	0.00	2,142,896.54	2,130,529.72	1,956,842.06
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,142,896.54	0.00	2,142,896.54	2,130,529.72	1,956,842.06
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,130,529.72	(0.00)	2,130,529.72	1,956,842.06	1,906,396.73
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	277,265.09	0.00	277,265.09	285,287.85	292,849.73
Unassigned/Unappropriated Amount	9790	1,853,264.63	(0.00)	1,853,264.63	1,671,554.21	1,613,547.00