



Navigator Schools

Board Meeting

Date and Time

Monday April 20, 2026 at 6:00 PM PDT

Location

Gilroy Prep School.

Address: 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 Google Meet.

Monday, April 20 · 6:00 – 8:30pm

Time zone: America/Los_Angeles

Google Meet joining info

Video call link: <https://meet.google.com/xyh-rccd-dbg>

Or dial: (US) +1 567-316-0934 PIN: 306 139 857#

More phone numbers: <https://tel.meet/xyh-rccd-dbg?pin=8240312930722>

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 Ct., San Jose, CA 95123 (Santa Clara County)
6. 857 West Cove Way, Sacramento, CA. 95831
7. 3410 Moraga Boulevard, Lafayette, CA 94549
8. 83 Great Oaks Blvd., San Jose, CA 95119 (Santa Clara County)
9. 326 Sierra Trace, Coralville, IA 52241

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Esta reunión se llevará a cabo de conformidad con la Brown Act.

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

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order The Board Chair will call the meeting to order.		Board Chair	1 m
B. Pledge of Allegiance Board and attendees will recite the Pledge of Allegiance.		Board Chair	1 m
C. Record Attendance and Guests The Board Chair will initiate attendance via roll call and establish a quorum.		Board Chair	1 m
D. Approve Minutes from Previous Board Meeting Members will consider approval of the minutes from the March 9, 2026 Board Meeting. Approve minutes for Board Meeting on March 9, 2026	Approve Minutes	Board Chair	1 m
E. Public Comments The Board will receive public comments regarding non-agenda items, if any, with a time limit of three minutes per speaker.		Board Chair	3 m
F. Opening Remarks by Board Chair Nora Crivello, Board Chair, will provide opening remarks.		Board Chair	3 m
G. Chief Executive Officer & Superintendent Update Dr. Caprice Young, CEO & Superintendent, will provide updates.		Caprice Young	15 m
II. Consent Agenda			6:25 PM
A. Approval of the Consent Agenda The Board will vote on the approval of the Consent Agenda: <ol style="list-style-type: none"> 1. Parent and Family Engagement Policy 2. Safety Plan 2025-26 3. Final Audit Report 2025-26 3a. Ratification - Signed Management Representation Letter 4. Ratification - Revised Citrus Springs Sublease 5. Ratification - Closing Certificate of Navigator Schools 6. Ratification - Tenant's Tax Certificate 	Vote	Tom Peraic	1 m

	Purpose	Presenter	Time
7. Ratification - Subordination and Attornment Agreement			
III. Committee Reports			6:26 PM
A. Academic Success Committee	FYI	Crystal O'Rourke	5 m
Crystal O'Rourke, Chief Academic Officer, will provide a summary of the most recent Academic Success Committee meeting.			
B. Finance Committee	FYI	Noël Russell-Unterburger	5 m
Noël Russell-Unterburger, Chief Financial & Operating Officer, will provide a summary of the most recent Finance Committee Meeting.			
C. Governance Committee	FYI	Caprice Young	5 m
Dr. Caprice Young, Chief Executive Officer & Superintendent, will provide a summary of the most recent Governance Committee Meeting.			
IV. Finance			6:41 PM
A. Navigator Schools 2026–27 Draft Budget	Discuss	Caprice Young	30 m
Presentation and discussion of the Navigator Schools 2026–27 draft budget.			
B. Orange County Prep Budget Approval	Vote	Caprice Young	5 m
The Finance Committee recommended the Orange County Prep budget for approval by the Board.			
V. Topical			7:16 PM
A. Governance Committee Resolution Amendment	Vote	Tom Peraic	5 m
The Board will consider Navigator Board Resolution BR_2026-1, an amendment to Navigator Board Resolution BR_2024-9 (a redline that shows the proposed amended language is attached.)			
B. School Calendars 2026-27	Vote	Ami Ortiz	5 m
The Board will consider and vote upon the school calendars for 2026-27.			
VI. Public Hearing			7:26 PM
A. Open Public Hearing	Vote	Tom Peraic	1 m

	Purpose	Presenter	Time
The Board will vote to open the public hearing.			
B. Local Control and Accountability Plan (LCAP) Public Hearing	Discuss	Ami Ortiz	15 m
Ami Ortiz, Director of Compliance & Operations, will facilitate the public hearing and discussion of the Local Control and Accountability Plan (LCAP) for five school sites.			
<ol style="list-style-type: none"> 1. Gilroy Prep (TK-8) 2. Hayward Collegiate (TK-6) 3. Hollister Prep (K-8) 4. Watsonville Prep (TK-8) 5. Orange Prep 			
C. Close Public Hearing	Vote	Tom Peraic	1 m
The Board will vote to close the public hearing.			
VII. Closed Session			7:43 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 closed session:			
<ol style="list-style-type: none"> 1. CEO Evaluation 			
B. Closed Session	Discuss	Board Chair	45 m
The Board will discuss the following matters in closed session:			
<ol style="list-style-type: none"> 1. CEO Evaluation 			
C. Return to Open Session	FYI	Board Chair	1 m
The Board Chair will report actions taken during closed session, if any.			
VIII. Closing Items			8:30 PM
A. Adjourn Meeting	Vote	Board Chair	1 m
Board members will discuss scheduling of the next meeting and will vote on adjournment of the meeting.			

Purpose

Presenter

Time

Proposed Motion: Adjourn

Coversheet

Approve Minutes from Previous Board Meeting

Section: I. Opening Items
Item: D. Approve Minutes from Previous Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on March 9, 2026

APPROVED



Navigator Schools

Minutes

Board Meeting

Date and Time

Monday March 9, 2026 at 6:00 PM

Location

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Directors Present

Anthony Di Vittorio (remote), Chuck Daggs (remote), Claire Grissom, Ian Connell (remote), Jan Mazyck (remote), Niña Rosete, Nora Crivello (remote), Rosie Arroyo, Shara Hegde

Directors Absent

Margaret "Macke" Raymond

Guests Present

Ami Ortiz (remote), Andrea Hernandez (remote), Bryana Newton (remote), Caprice Young (remote), Christopher Copus (remote), Crystal O'Rourke (remote), David LeBarre (remote), Jesse Cornea (remote), Kirsten Carr (remote), Laura Marco (remote), Melanie Horowitz (remote), Melissa Alatorre Alnas (remote), Norma Knox (remote), Noël Russell-Unterburger (remote), Roger Castillo (remote), Satpal Nagpal (remote), Sidney Garcia (remote), Tina Hill (remote), Tom Peraic (remote), Valicity Hudson (remote), Vanessa Miller (remote), Yoyo Yang (remote)

I. Opening Items

A. Call the Meeting to Order

Nora Crivello called a meeting of the board of directors of Navigator Schools to order on Monday Mar 9, 2026 at 6:28 PM.

B. Pledge of Allegiance

The Pledge of Allegiance was conducted prior to commencement of the meeting for the benefit of the Board members in attendance while awaiting for the remaining Board members to arrive to establish a quorum.

C. Record Attendance and Guests

D. Approve Minutes from Previous Board Meeting

Claire Grissom made a motion to approve the minutes from Board Meeting on 01-29-26. Niña Rosete seconded the motion.

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

E. Public Comments

There were no public comments.

F. Opening Remarks by Board Chair

Nora Crivello, Board Chair, made brief opening comments.

G. Chief Executive Officer & Superintendent Update

Dr. Caprice Young, CEO & Superintendent, shared her update as attached to the agenda.

II. Consent Agenda

A. Approval of the Consent Agenda

Chuck Daggs made a motion to approve the consent agenda.

Anthony Di Vittorio seconded the motion.

The Board Chair asked the General Counsel why the Citrus Springs Sublease was on the agenda when it was approved on 02/19/26 by the Governance Committee. The General Counsel responded that bond counsel in the underlying transactions required Board approval.

The Board then approved the Whistleblower Policy, the Revised Conflict of Interest Policy, the Segregation of Duties Policy along with its associated Exhibit A, the Vendor Policy, the Audit Firm Rotation Policy, the Citrus Springs Sublease, and the Affiliation Agreement.

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

III. Committee Reports

A. Academic Success Committee

Crystal O'Rourke, Chief Academic Officer, shared her summary from the 03/30/26 Academic Success Committee meeting.

B. Governance Committee

Dr. Caprice Young, CEO & Superintendent, shared her summary from the 02/19/26 Governance Committee meeting.

IV. Topical

A. Orange Prep Progress Report and Board Action to Continue Toward 2026–27 Opening, Including Draft Budget, Facilities, and Enrollment Update

Nora Crivello made a motion to receive the Orange Prep draft budget as presented.

Ian Connell seconded the motion.

Dr. Caprice Young, CEO & Superintendent, offered a progress report concerning Orange Prep. Dr. Young also added updates concerning growth in Monterey County.

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

B. AB 49 Immigration Policies – Board Consideration and Approval

Chuck Daggs made a motion to approve the AB 49 Immigration Policies.

Rosie Arroyo seconded the motion.

General Counsel offered that the policies were required to be approved by March 1, 2026 but are being approved at this meeting on March 9, 2026 because Navigator did not schedule a Board meeting in February 2026.

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

C. Second Interim Financials – Review Through Period 2 (2025–26)

Nora Crivello made a motion to receive the Second Interim Financials report.

Niña Rosete seconded the motion.

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

V. Audit

A. Approval of Independent Auditor for the 2025–26 Audit (Green, Hasson & Janks)

Niña Rosete made a motion to approve the independent auditor for the 2025-26 Audit.

Rosie Arroyo seconded the motion.

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

B. Presentation and Approval of the 2024–25 Audit Report

Anthony Di Vittorio made a motion to approve the 2024-25 Audit Report.

Rosie Arroyo seconded the motion.

Green, Hasson & Janks (GHJ) presented the 2024–25 Audit Report to the Board for review, consideration, and approval. GHJ offered that the Board would vote to approve the reports for issuance with management responses to the first two findings and execution of the management representation letter to follow.

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

VI. Closed Session

A. Announcement and Vote to Enter Closed Session

Anthony Di Vittorio made a motion to enter closed session.

Rosie Arroyo seconded the motion.

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

B. Closed Session

The Board engaged in closed session discussions.

C. Return to Open Session

The Board Chair announced that no action was taken in closed session.

VII. 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 9:23 PM.

Respectfully Submitted,
Tom Peraic

Documents used during the meeting

- CEO Update_ March 9, 2026.pdf
- 1. Whistleblower Policy (03.09.26).pdf
- 2. Revised Conflict of Interest Policy (03.09.26).pdf
- 3. Segregation of Duties Policy (03.09.26).pdf
- 3a. Exhibit A - Segregation of Duties Matrix (03.09.26).pdf
- 4. Vendor Policy (03.09.26).pdf
- 5. Audit Firm Rotation Policy (03.09.26).pdf
- 6. Springs Sublease - Grand Ave (03.09.26).pdf
- 7. Affiliation Agreement (03.09.26).pdf
- Orange Prep - Draft Budget (03.09.26).pdf
- AB 49 Immigration Policies (03.09.26).pdf
- California AG - Promoting a Safe and Secure Learning Environment for All (03.09.26).pdf
- California DOJ - Know Your Educational Rights (03.09.26).pdf
- Second Interim Financials (03.09.26).pdf
- NRU Memo - Audit Firm Selection (03.09.26) .pdf
- GHJ Board Exit Presentation - Navigator Schools - FY 2025.pdf
- FS-NavigatorSchools-063025-Draft-030626.pdf
- UG-NavigatorSchools-063025-Draft-030626.pdf
- ComGov-NavigatorSchools-063025-Draft-030626.pdf

Coversheet

Chief Executive Officer & Superintendent Update

Section: I. Opening Items
Item: G. Chief Executive Officer & Superintendent Update
Purpose: FYI
Submitted by:
Related Material: CEO Update_ April 20, 2026.pdf



CEO & Superintendent's Update
March 9, 2026

Executive Summary

1. School Highlights
2. Operational Highlight
3. Enrollment
4. SEL Snapshot
5. Attendance
6. 2026-27 Recruitment
7. Financial Dashboard
8. Debt Schedule (new)
9. Development
10. Facilities
11. Growth
12. Other Dashboard Slides: Demographics, 2025-26 Enrollment, State Testing, last financial dashboard



GPS unanimously received a five-year charter renewal from Gilroy Unified School District



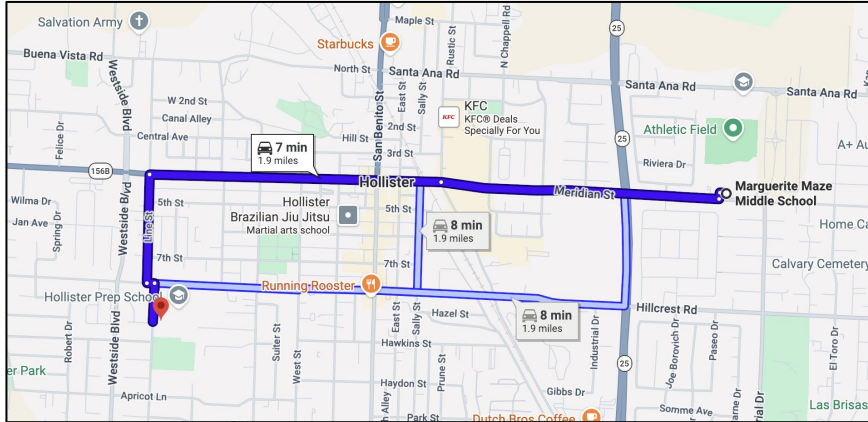
HC's Spring Fling fostered student engagement and community involvement through a day of interactive activities and family participation (and a great way to kick-off Spring Break)



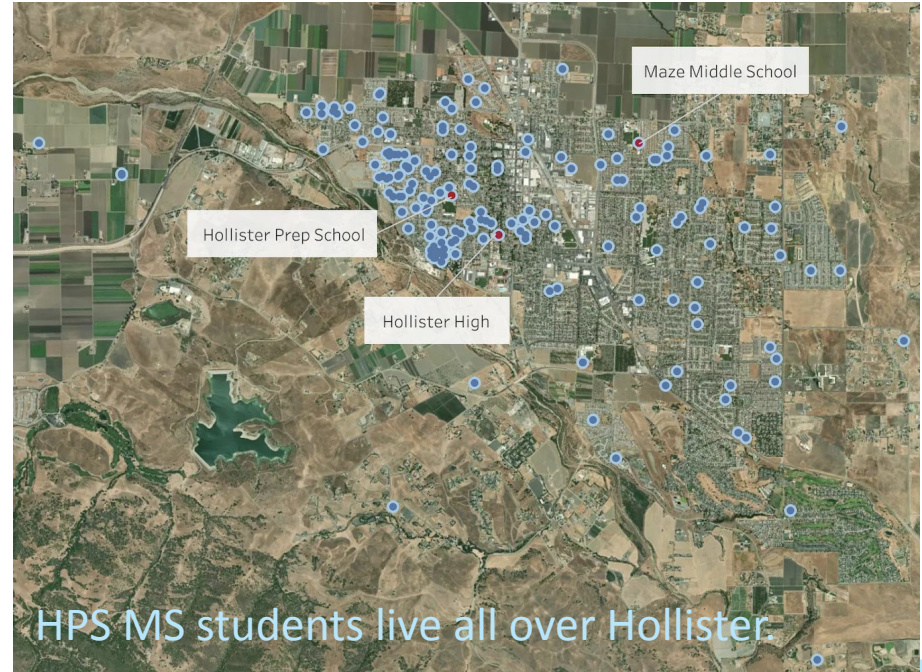
Hollister School District (HSD) staff recommend a seven-year renewal for HPS (vote 4/28/2026)



The HSD board voted to relocate HPS' middle school grades to Marguerite Maze Middle School this August (2026)



We have begun developing a project plan and budget projections which will be included in the June 2026 budget.



WPS showcased its campus and educational model during a visit from PVUSD leadership, including the superintendent, board president, trustees, and councilmembers



The OPS team continued recruitment efforts and the RSCCD welcomed our high school to campus with a plan to colocate at SCC in August 2027



Building the future through quality education

2323 North Broadway • Santa Ana, CA 92706 • 1-640 • (714) 480-7300 • www.rsccd.edu
Santa Ana College • Santiago Canyon College

April 2, 2026

Caprice Young, Ed.D.
CEO & Superintendent
Orange Prep, a Navigator School
650 San Benito Street, #230
Hollister, CA 95023

Dear Dr. Young,

Please allow me to be the first to welcome Orange Prep to Santiago Canyon College! We are thrilled to partner with you to create a world-class dual-enrollment college program for Orange County high school students that accelerates their learning, enabling them to graduate high school with college-level certifications and degrees in their chosen career pathways. By partnering on dual-enrollment, students will have the support and guidance they need to thrive in the program and increase their opportunities for success in college.

While Orange Prep won't be moving onto the SCC campus until 2027-28, please continue to work closely with the SCC administration and faculty to prepare for your academic program rollout. We welcome you to host on-campus information sessions in collaboration with our team and local middle schools to ensure families and students learn about and enroll in this great program. The Santiago Canyon College-Orange Prep partnership is integral to our vision to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.

Please do not hesitate to let me know how my team can be helpful.

Sincerely,

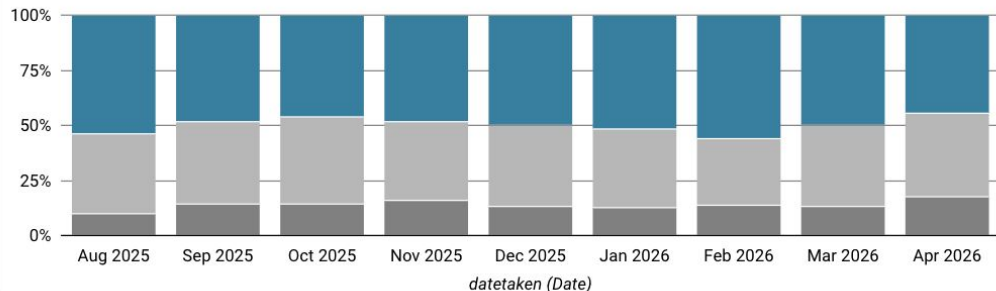
Marvin Martinez
Chancellor

BOARD OF TRUSTEES
Tina Arnes Miller, Ed.D. • David Crockett • John R. Hanna • Zake Hernandez • Cecilia P. Iglesias • Daisy X. Tong • Phillip E. Yarbrough
CHANCELLOR:
Marvin Martinez



Student Well-Being Survey: Students show a consistent need for support on an ongoing basis

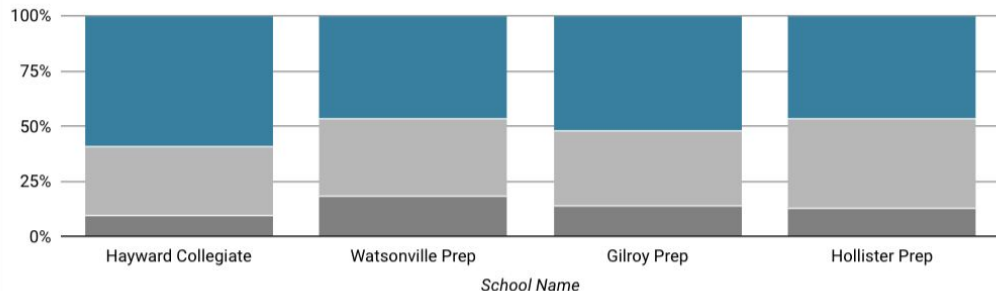
Student support needs over time



Overall Test Results

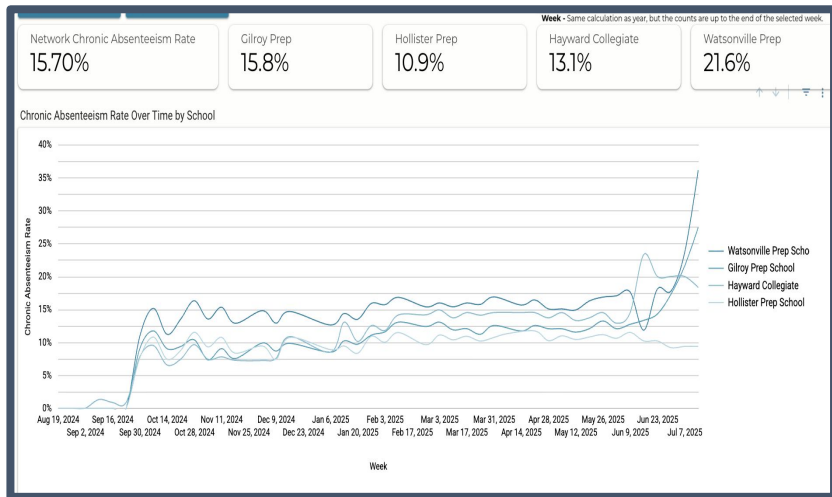
- Counselor Check In
- Teacher Check In
- No Check In

Student support needs by school



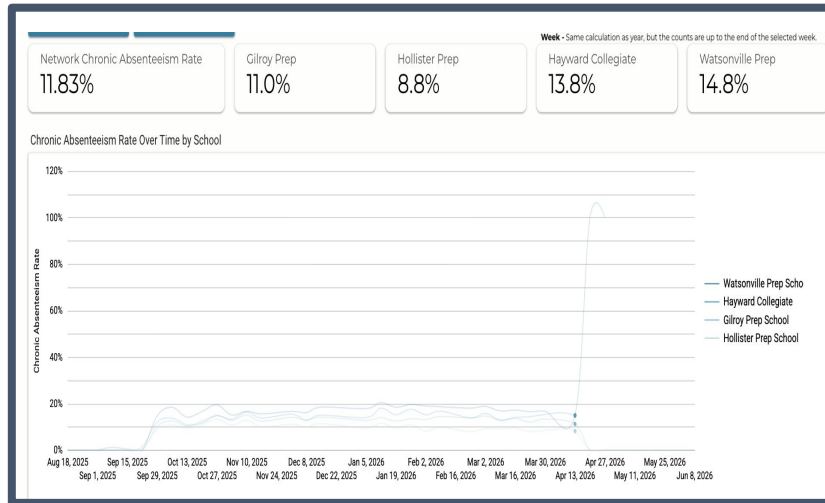
Attendance and Chronic Absenteeism: Since our last update, Chronic Absenteeism has continued to drop ~6% YoY, ADA is averaging 94% across all schools, consistent with 2025-25 budget

2024-25



Schools	ADA % 2024-25	ADA % 2025-26 YTD
GPS	94.1%	95%
HCC	94.5%	94.2%

2025-26 YTD



Schools	ADA % 2024-25	ADA % 2025-26 YTD
HPS	94.6%	95.8%
WPS	92.7%	94.1%



Recruitment 2026-27: Demand remains strong with GPS and HPS—indicating solid enrollment interest in all grades with one spot open in K at HPS

GPS	Planned Enrollment	Actual Enrollment	Spots Available	Intent to Enroll
Grade Levels	2026-27 Budget	2025-26 (Assuming 100% Promotions and Retention)	Planned Enrollment minus Actual Enrollment	SchoolMint Apps Lottery Date: 04/18/2026
TK	40	0	40	104
K	64	40	24	65
1	64	61	3	26
2	64	64	0	31
3	64	63	1	33
4	64	64	0	22
5	64	63	1	31
6	63	64	-1	40
7	63	64	-1	9
8	63	62	1	7
Total	613	545	68	368

HPS	Planned Enrollment	Actual Enrollment	Spots Available	Intent to Enroll
Grade Levels	2026-27 Budget	2025-26 (Promotions Assuming 100% Retention)	Planned Enrollment minus Actual Enrollment	SchoolMint Apps Lottery Date: 04/18/2026
K	64	0	64	63
1	64	62	2	13
2	64	61	3	20
3	64	61	3	9
4	64	63	1	14
5	64	64	0	20
6	63	63	0	12
7	63	59	4	6
8	63	60	3	3
Total	573	493	80	160



Recruitment 2026-27: Demand remains strong for every HC grade level while WPS continues to have space available in TK

HC	Planned Enrollment	Actual Enrollment	Spots Available	Intent to Enroll
Grade Levels	2026-27 Budget	2025-26 (Promotions Assuming 100% Retention)	Planned Enrollment minus Actual Enrollment	SchoolMint Apps Lottery Date: 04/18/2026
TK	20	0	20	54
K	60	33	27	43
1	30	30	0	21
2	30	30	0	16
3	30	31	-1	14
4	30	30	0	10
5	30	31	-1	7
6	24	32	-8	10
Total	254	217	37	175

WPS	Planned Enrollment	Actual Enrollment	Spots Available	Intent to Enroll
Grade Levels	2026-27 Budget	2025-26 (Promotions Assuming 100% Retention)	Planned Enrollment minus Actual Enrollment	SchoolMint Apps Lottery Date: 04/18/2026
TK	60	0	60	44
K	60	40	20	29
1	60	59	1	10
2	60	60	0	7
3	60	59	1	10
4	60	59	1	8
5	60	60	0	14
6	57	56	1	9
7	57	57	0	5
8	54	52	2	2
Total	588	502	86	138



Financial Dashboard

1 · KEY FINANCIAL METRICS SNAPSHOT

Source: Charter Impact Revised Forecast | Through February 28, 2026

Financial Metric	Prior Year Actual	Budget 2025-26	1st Interim Forecast	2nd Interim Forecast
Total Revenues	\$ 37,748,888	\$ 40,933,772	\$ 40,659,894	\$ 40,825,587
Total Expenses	\$ 39,655,226	\$ 40,018,794	\$ 39,504,385	\$ 39,787,898
Change in Net Assets	\$ (1,906,338)	\$ 914,978	\$ 1,155,509	\$ 1,037,689
Ending Fund Balance	\$ 5,131,478	\$ 7,077,882	\$ 10,517,047	\$ 5,975,939
Current Ratio	1.04	1.08	1.08	1.08
DCOH [Goal = 60]	82	46	52	52
LOC Outstanding	\$ 3,172,668	\$ 6,022,668	\$ 7,402,668	\$ 7,402,668
LOC Availability	\$ 5,827,332	\$ 2,977,332	\$ 1,597,332	\$ 1,597,332
Outstanding Debt (all)	\$ 15,182,724	\$ 11,925,575	\$ 18,498,646	\$ 18,469,258
Debt Coverage Ratio	-2.13x	2.08x	2.44x	2.23x

Other Ongoing Metrics

- Enrollment
- Unmodified Audit
- Operating cash flow (weekly)
- Accurate enrollment estimates to 3-5% variability (tracked weekly, annual)
- Balanced budgets with 3-5% reserves (tracked monthly, annual)
- Facilities costs <13% of recurring revenue (annual)
- % of Expenses Paid for by Ongoing Revenue
- Efficiency Ratio
- Unit viability of each school (annual, with caveats for facilities, SPED, and size equity)

4/13/2026 DCOH: 32



Debt Schedule 4/20/2026

Debt Instrument	Lender / Counterparty	Original Principal	Balance Outstanding	Maturity Date	Rate / Terms	Notes
NMTC Loan	Civic Builders Loan A	\$ 4,664,242	\$ 4,664,242	December 2027	5.0995%	<i>The NMTC structure will unwind in December 2027; these loans will go away. There will be no repayment</i>
NMTC Loan	Civic Builders Loan B	\$ 1,215,758	\$ 1,215,758	December 2027	5.0995%	
NMTC Loan	LIFF	\$ 1,545,758	\$ 1,486,896	December 2027	5.75%	<i>The NMTC structure will unwind in December 2027; the principal balance remaining will be refinanced at that time</i>
NMTC Loan	Blueprint	\$ 1,400,000	\$ 1,400,000	December 2027	2.50%	
Prop 51 Facility Loan	CSFA	\$ 918,590	\$ 918,590	June 2056	5%	<i>These are the CSFA funding that requires a payback. Total funding was \$4,680,520, and 50% of that, or \$2,340,260, is a loan. The funding was used for the GPS facility construction, which has a 30-year term starting July 1, 2026</i>
Prop 51 Facility Loan	CSFA	\$ 1,421,670	\$ 1,421,670	June 2056	5%	
Line of Credit (LOC)	EW Bank	\$ 9,000,000	\$ 7,402,668	Revolving	SOFR + 2.5 pts, Floor 4.25% ceiling 7%	<i>East West Bank; 82% utilized, renews 6/30/2026</i>
Line of Credit for DoE Grant (LOC)	EW Bank	\$ 2,000,000	\$ -	Revolving	SOFR + 2.5 pts, Floor 4.25% ceiling 7%	<i>Rolling into primary LOC 6/2026</i>
CSGF Forgivable Loan 2024-25	CSGF	\$887,000	\$0	November 2025	Forgiven	<i>Forgiveness documented in 2024-25 audit</i>
TOTAL DEBT			\$ 18,469,258			



Development: The CSGF gran has been updated to reflect the revised revenue recognition schedule

2025-26 Budget Commitments

Metric	Total Amount	2025-26
Total Fundraising Goal (2025–26)	\$6,324,851	
Total Budgeted Fundraising Commitment		\$1,191,439 -\$2,291,439
Confirmed Federal Drawdown to Date (Awarded 2024-25)*	\$12,138,760	\$2,314,721
		\$4,378,348
Total Committed to Date**	\$10,078,348	\$5,378,348
Remaining to Raise for Commitment and Budget (Exceeded Budget Goal)***		(\$2,086,909) (\$3,086,909)
CSGF 1% 5-Year Term Loan	\$3,000,000	

2025-26 Funding Pipeline

Funding Source	% of Likelihood	Budget	Weighted budget
California School Finance Authority (Lost)	0	\$984,300	\$0
CSGF (Won)	100	\$5.9M	\$5.9M
CYBHI (Won)	100	\$60,000	\$76,775
Newschools	50	\$150,000	\$75,000
FIPSE (AI grant)	30	\$1.3M	\$390,000
SSF (Growth)	50	\$400,000	\$200,000
Total:		\$8,394,300	\$6,641,775

*A greater amount of federal funding may be billed during 2026-27 due to the overlap in the federal fiscal year (which began on 4/1/2026)

**Total Committed to date includes funding from grants awarded prior to 2025-26 that will fund 2025-26 and 2025-26 awarded \$250K (Schwab), \$5.9m (CSGF, over 5 years)), \$168K (SSF Literacy), and \$76,775 (CYBHY Mental Health Bridge) that will fund 2025-26. We will recognize \$1.4m in 2025-26 from CSGF for capacity building, although only \$200k will be available in cash for 2025-26. Excludes board member donations of \$7,500.

*** Excludes federal grant drawdown.

Facilities: Orange TK-8 site lease approved; SCC campus shifted to 2027-28

School	Sufficient space for all approved grade levels	Work in progress	Notes
Gilroy		Shade Structures	Planned build 7/2026
Hayward		Playground Upgrade	Planned Build 7/2026
Hollister	Sufficient for current planned enrollment (no TK)	CUP for long-term site; MS move to Maze	Potential opening 2028-29, 2029-30 more likely
Watsonville		Fenced play area in bid process	Reviewing timing/funding of barn door to ally
Orange TK-8	Sufficient for current planned enrollment	Lease approved for start-up site	TK-8 at 1821 N. Grand Ave., Santa Ana, CA 92705
Orange HS	HS will be co-located on Santiago Canyon College starting in 2027-28	Lease negotiations restarted	TK-2 and 9 will be at our Grand Site

Our current internal green lighting high level tracker follows six core activities

	08/25	09/25	10/25	11/25	12/25	01/26	02/26	03/26	04/26	05/26	06/26	07/26	08/26
Leadership													Open
Approval	Hearing	Vote											Open
Cash Flow	CSP								Budget Estimate		Budget Adoption		Open
Facilities TK-8			Identified			TK-8 Committed		5-Years of lease space signed					Open
Facilities HS								SCC facilities negotiations restarted					
Enrollment							50%	60%	70% 20%	80% 50%	(90%)	(100%)	
Staffing							50%	75%	Held pending enrollment	90%		(100%)	

	Goal	Interest	Enrolled
TK-2	190	40	6
9	60	2	2

Charter school peers have warned us that enrollment tends to take place in April-June. Current enrollment interest is very low.

Thank You!



Navigator Schools

Charting a new course in education

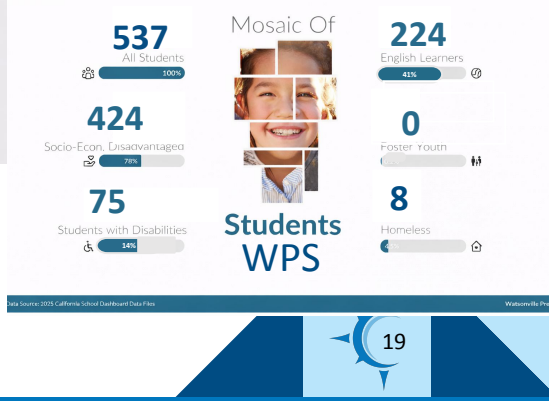
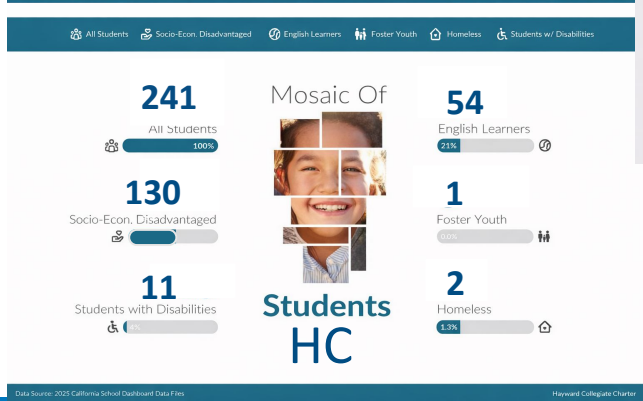
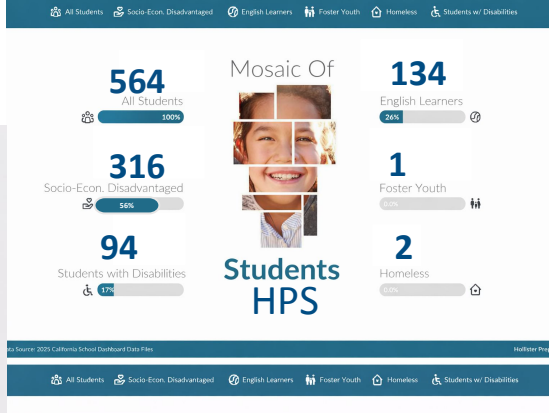
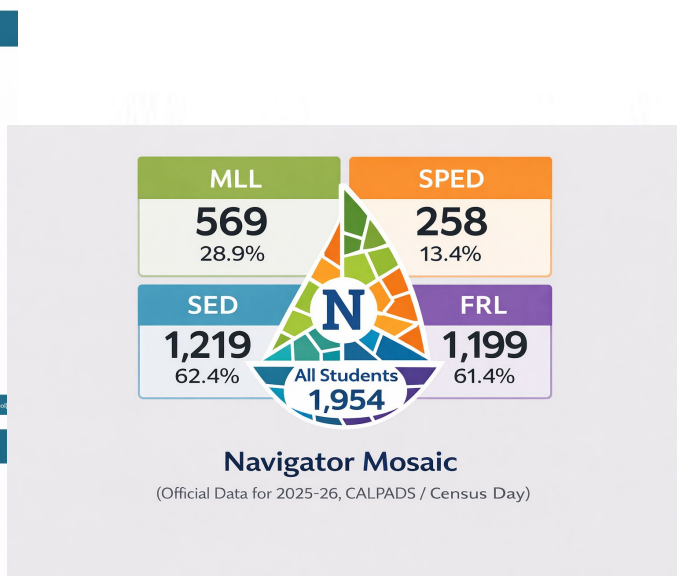
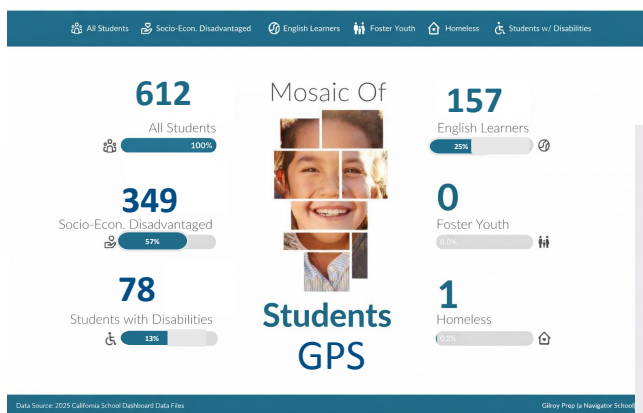
Caprice Young, Ed.D.

CEO and Superintendent

(831)833-6627

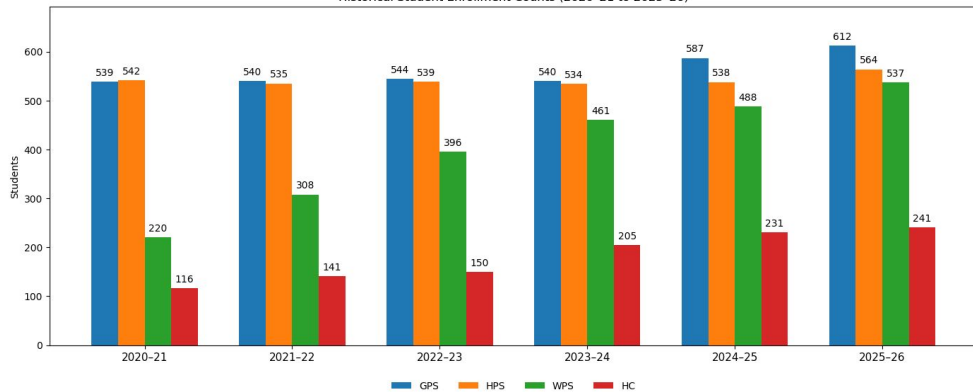
Caprice.Young@navigatorschools.org

Official Demographics for 2025-26 (total and by school)



2025-26 Enrollment: Enrollment of 1954 students as of 11/1/25 with consistent YoY growth trend

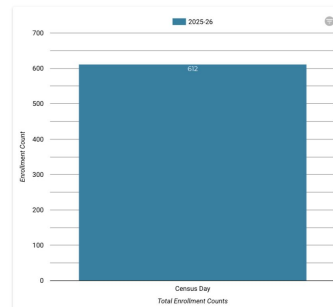
Historical Student Enrollment Counts (2020-21 to 2025-26)



GPS

Academic Year: 2025-26 (1) | School Name: Grey Pt., (1) | Grade: | Gender: | Race/Ethnicity: | Socio-Econ. Disadvanta... | English Learner: | Language Acquisition S... | Foster Youth: | Homeless: | Students w/ Disabilities: | Enrollment Length:

Historical Student Enrollment Counts



Enrollment by Grade Level

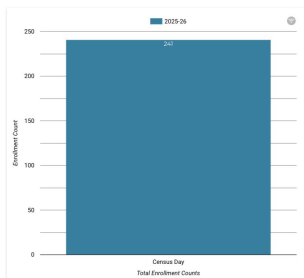
Grade Level	2025-26
TK	64
K	64
1	64
2	64
3	64
4	64
5	64
6	64

Enrollment by Race/Ethnicity

Race/Ethnicity	2025-26
Hispanic	608
Asian	85
White	69
Two or More Races	24
Filipino	14
African American	6
Pacific Islander	4
American Indian	2

Academic Year: 2025-26 (1) | School Name: Hayward, (1) | Grade: | Gender: | Race/Ethnicity: | Socio-Econ. Disadvanta... | English Learner: | Language Acquisition S... | Foster Youth: | Homeless: | Students w/ Disabilities: | Enrollment Length:

HC Historical Student Enrollment Counts



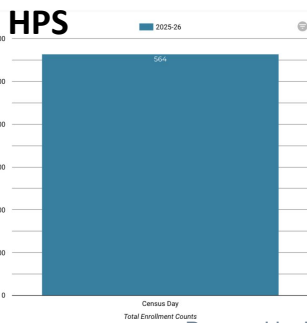
Enrollment by Grade Level

Grade Level	2025-26
TK	29
K	30
1	30
2	29
3	30
4	30
5	28
6	29

Enrollment by Race/Ethnicity

Race/Ethnicity	2025-26
Hispanic	187
Filipino	27
Two or More Races	21
African American	17
Asian	16
Pacific Islander	4
White	4
American Indian	3

Historical Student Enrollment Counts



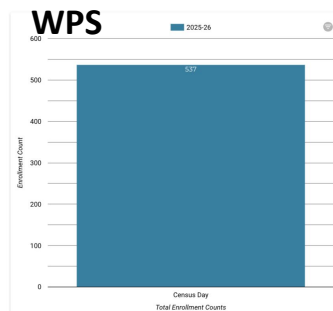
Enrollment by Grade Level

Grade Level	2025-26
K	63
1	64
2	61
3	64
4	64
5	64
6	64
7	66

Enrollment by Race/Ethnicity

Race/Ethnicity	2025-26
Hispanic	481
White	42
Asian	12
Filipino	11
Two or More Races	5
African American	3

Historical Student Enrollment Counts



Enrollment by Grade Level

Grade Level	2025-26
TK	36
K	36
1	37
2	39
3	39
4	39
5	32
6	34

Enrollment by Race/Ethnicity

Race/Ethnicity	2025-26
Hispanic	218
Asian	4
White	6
Filipino	4
Two or More Races	3

Academics: Annual high level benchmarks show all Navi Schools are on track to meet renewal performance standards

	Renewal Category	SBAC % Meeting Standard ELA Exceeds State Average of 49% (1/2026)	SBAC ELA Exceeds State DFS Average of -8.1 (10/2025)	SBAC % Meeting Standard Math Exceeds State Average of 37% (10/2025)	SBAC DFS Math Exceeds State Average of -42.4 (10/2025)	Outperforming locally similar schools' SED Subgroup ELA % Meeting Standard (12/2025)	Outperforming locally similar schools' SED Subgroup Math % Meeting Standard (12/2025)
Gilroy (47% SED)	Medium	67%	+46.4	60%	+66	+21.75	+19.34
Hayward (55% SED)	Medium	51%	+14.4	53%	+42.7	+17.2	+33.7
Hollister (49% SED)	High	58%	+23.7	61%	+59.3	+40.8	+43.97
Watsonville (78% SED)	Medium	42%	-18.9	32%	-3.4	+23.0	+22.45

Previous Financial Dashboard (January 2026)

Selected Metrics	2024-25 (unaudited)	2025-26 (Budget)	2025-26 (Forecast)
Revenues	\$ 43,936,249	\$ 40,933,772	\$ 40,517,327
Expenses	\$ 43,081,726	\$ 40,018,794	\$ 39,978,662
Change in Net Assets	\$ 854,523	\$ 914,978	\$ 538,665
Net Assets	\$ 6,162,904	\$ 7,077,882	\$ 7,419,925
Current Ratio	2.17	2.18	2.18
Cash (\$/DCOH) Goal=60	48	46	52
LOC Outstanding	\$ 3,172,668	\$ 6,022,668 (as of 11/13/2025)	\$ 7,402,668 (as of 12/31/25)
LOC Availability	\$0	\$ 2,977,332	\$ 1,597,332
Outstanding Debt (incl. NMTC loans & LOC)	\$8,551,507	\$11,925,575 (as of 11/13/2025)	\$13,305,575 (as of 12/31/25)
Debt Coverage Ratio	1.2	1.2 (projected at year-end)	1.2 (projected at year-end)

Other Ongoing Metrics

- **Current Year Enrollment Update**
- **Coming Year Enrollment Progress**
- **New Schools Recruitment Progress**
- Unmodified Audit
- Operating cash flow (weekly)
- Accurate enrollment estimates to 3-5% variability (tracked weekly, annual)
- Balanced budgets with 3-5% reserves (tracked monthly, annual)
- Facilities costs <13% of recurring revenue (annual)
- % of Expenses Paid for by Ongoing Revenue
- Efficiency Ratio
- Unit viability of each school (annual, with caveats for facilities, SPED, and size equity)



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. Parent and Family Engagement Policy (04.20.26).pdf 2. Safety Plan 2025-26 (Redacted - 04.20.26).pdf 3. Final Audit Report 2025-26 (03.13.26).pdf 3a. Management Representation Letter (03.13.26).pdf 4. Revised Citrus Springs Sublease (03.16.26).pdf 5. Closing Certificate of Navigator Schools (04.02.26).pdf 6. Tenant's Tax Certificate (04.02.26).pdf 7. Subordination and Attornment Agreement (03.24.26).pdf

BACKGROUND:

1. Parent and Family Engagement Policy. This policy was reviewed by the Governance Committee and recommended for approval by the Board. The policy was circulated among the interested stakeholder communities for their meaningful participation in the process as required by law.

2. Safety Plan. This plan was reviewed by the Governance Committee and recommended for approval by the Board. The plan was updated for 2025-26, includes required SB 98 language, and was reviewed by each of the School Site Councils. The redacted version is presented for student and staff safety.

3. Audit Report 2025-26. This report was approved by the Board on March 9, 2026 for issuance, and this final March 13, 2026 report incorporates the responses to findings and execution of the management representation letter as discussed by the auditors, Green, Hasson & Janks, and the Board at the time of approval.

3a. March 13, 2026 Executed Management Representation Letter.

4. Revised Citrus Springs Sublease. The Board approved this sublease for Orange County at its March 9, 2026 Board meeting. This revised sublease contains the same terms and conditions as before, except that after further calculations, the amount of rent being charged to Navigator Schools is reduced.

5. Closing Certificate of Navigator Schools. This document was required by bond counsel as part of the Citrus Springs sublease transaction. Dr Young executed this document on April 2, 2026 as part of her ordinary duties and as required for the underlying transaction so as to allow it to timely close.

6. Tenant's Tax Certificate. This document was required by bond counsel as part of the Citrus Springs sublease transaction. Dr Young executed this document on April 2, 2026 as part of her ordinary duties and as required for the underlying transaction so as to allow it to timely close.

7. Subordination and Attornment Agreement. This document was required by bond counsel as part of the Citrus Springs sublease transaction. Dr Young executed this document on March 24, 2026 as part of her ordinary duties and as required for the underlying transaction so as to allow it to timely close.

RECOMMENDATION:

Motion to Approve the Consent Agenda

Board Policy #:
 Adopted/Ratified:
 Revision Date:

PARENT AND FAMILY ENGAGEMENT POLICY

Navigator Schools (“Navigator” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. Navigator will distribute the Policy to parents of Title I students through the website for each Navigator school, by including it in the annual Family/Student handbook, and by sharing it at Back to School Night. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, Navigator has established the following practices:

1. Navigator involves parents and family members in the joint development of the Parent and Family Engagement Policy. In order to understand current and future Navigator families and to hear their voices, concerns, and dreams for their children, Navigator staff spend hours building relationships with them. This includes one-on-one meetings, family community meetings, focus groups, surveys, Community Schools Advisory Councils, parent-teacher conferences, and coffees with the principals at the various school sites.
2. Navigator provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent University Classes: Dashboard Tutorial; SBAC Data Dives
 - Local Control Accountability Plan Town Halls
 - State of the School - Coffee with the Principal
3. Navigator coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - Navigator conducts Local Control Accountability Plan Town Halls outlining the various budget requirements and
4. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - Navigator conducts annual family surveys which include questions targeted at the LCAP goals, evaluates the responses, adjusts the policy as necessary.

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Revision Date:

5. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The Community Schools Advisory Council works diligently to receive feedback from families regarding the ability to be involved in school activities regardless of their home language, economic status, or other factors.
6. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Navigator Schools offers numerous opportunities for family education including parent-teacher conferences, family university, and seminars such as: social media awareness, suicide prevention, bullying prevention, drug & gang prevention, tobacco education.
7. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Navigator Schools, with support from its Community Schools Coordinators, conducts annual needs assessment and holds focus groups.
8. Navigator uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - The Community Schools Advisory Council, the Site Leadership Teams, and the Navigator Directors & Chiefs team review the data collected from the needs assessment and the focus groups to revise the policy if needed.
9. Navigator involves parents in the activities of the schools to adequately represent the needs of the population for the purposes of developing, revising and reviewing the policy.
10. Navigator engages parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society.

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- Navigator hosts Parent University classes on understanding the State Academic Dashboard, deciphering neighborhood test data, and on blended learning applications used at Navigator Schools.
11. Navigator informs parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved.
12. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.
- Through family-teacher conferences, the LCAP process, focus groups, and Community Schools Advisory Councils, families and parents of children receiving Title I services receive information on the support available to families, how it is funded, who to contact with questions, and how to address concerns.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Navigator, the following practices have been established:

1. Navigator convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - As part of the annual LCAP process, Navigator holds site-specific Town Halls with specific information sessions for families of students receiving Title I services.
2. Navigator offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Family/Community Meetings are held during the morning on the school site during the LCAP process as well as Zoom meetings in both English and Spanish in the evening.
 - Navigator Schools holds annual Back-to-School nights 2-3 weeks after the start of school to share information about classroom activities, instructional methods, and options to become involved.
3. Navigator provides parents of Title I students with timely information about Title I programs and provides parents of Title I students with a description and explanation of the

Board Policy #:
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 Revision Date:

curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Navigator Schools holds annual Back-to-School nights 2-3 weeks after the start of school to share information about the academic program and model, including curriculum used, assessment practices, intervention support, the systems in place for our students receiving Title I services, and other wraparound services.
4. If requested by parents of Title I students, Navigator provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Navigator Schools parents can participate in School Site Councils, Community Schools Advisory Councils, attend Navigator Schools Board of Directors meetings, and grade-level highlight or spotlight meetings.
 5. If the school-wide program plan is not satisfactory to the parents, Navigator provides a means by which parents may make comments on the plan when it is made available.
 - Navigator shares the plan with families via ParentSquare and asks for written feedback.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If Navigator has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

Navigator distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. Navigator's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

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3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences during which the compact will be discussed as it relates to the child's achievement; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular two-way meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Navigator Schools worked with families and the school site leaders to create the compact for school involvement. Through focus group discussions, survey input, coffees with the principal, and ParentSquare messages, the compact was created and adopted.

Navigator School-Family Compact

As crucial stakeholders and participants in ensuring *phenomenal outcomes for all students, regardless of their circumstances*, it is vital the school and families work together. This compact outlines the various opportunities for collaboration, communication, and participation. Both the school site and families hold a significant level of responsibility to provide all Navigator scholars with the foundation they need to be *successful in high school, college, and beyond*.

School Commitments:

Based on feedback received from families, Navigator commits to providing timely and relevant communications through:

- ParentSquare messages
- Weekly newsletters
- Social media postings
- Family meetings

Family Involvement

Commitments:

- Parent/Guardian, Student, Teacher Conferences
 - Individualized student information and discussion
- Orientation and Back to School Nights
 - Learn about various programs offered at Navigator (English Language Development, Title I services, Full-Inclusion, Enrichment, Intervention)
- Family Surveys

Opportunities

- School Committees - Community School Advisory Councils, School Site Council
- Volunteer
 - Field trips
 - Classrooms
 - Before & after school

Board Policy #:
 Adopted/Ratified:
 Revision Date:

- Attend Morning Message

The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before September 1.

Building Capacity for Involvement

Navigator engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Navigator has established the following practices.

1. Navigator provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and work with educators to improve the achievement of their children.

- Navigator hosts Parent University classes on understanding the State Academic Dashboard, deciphering neighborhood test data, and on blended learning applications used at Navigator Schools.

2. Navigator provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved.

3. With the assistance of Title I parents, Navigator educates teachers, principals, and staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.

- Through the involvement of the Community Schools Advisory Councils, Navigator Schools shares information on best practices on community engagement, opportunities for family involvement, strengths-based approaches to education which all lead to greater commitment to school involvement. Through resource fairs, classes taught by family members, surveys, focus groups, and family board members, stakeholder voice is an integral part of Navigator programming

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4. Navigator coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Community Schools Advisory Councils specifically target the voice and input from Title I parents and families to ensure involvement and inclusion of resources needed for success and student academic growth.

5. Navigator distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved. All information is shared in the home language of families.

6. Navigator provides support for parental involvement activities requested by Title I parents.
 - Navigator Schools offers multiple opportunities for family involvement on campus including but not limited to volunteering on campus, participating in cultural celebrations, family picnics, kindness closets, food banks, family university, ESL classes, parent support classes, and other items as requested.

Accessibility

Navigator provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

All ParentSquare messages are translated into the home language of families, interpreters are provided for all family-teacher conferences, town hall meetings are held in English and Spanish. Meetings are held at various times during the day as well as held in person and via Zoom. Families are given 24 hour access to student academic progress and can send messages to their teachers and office staff at all hours via ParentSquare.

AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN 2025-2026 (REDACTED)



Report Compiled by

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California Brown Act Exemption Disclaimer

Closed meetings and records under exemption from Brown Act records release pursuant to California Government Code 6254.

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PREFACE

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CAAB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

NOTICE OF PUBLIC MEETING

As directed by CA Education Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

School	Date of Meeting
Gilroy Prep	March 30, 2026
Hayward Collegiate	March 11, 2026
Hollister Prep	March 16, 2026
Watsonville Prep	March 4, 2026

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:
 - a. Child Abuse reporting procedures
 - b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - c. Procedures to notify teachers and counselors of dangerous students
 - d. Sexual Harassment Policy
 - e. Safe ingress and egress to and from school

- f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
- g. Dress code
- h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website. Navigator Schools should ensure that this CSSP and all school safety materials and emergency communications be made available in languages other than English for limited English proficiency.

SB 98 NOTIFICATION OBLIGATIONS FOR IMMIGRATION ENFORCEMENT

Navigator Schools will notify parents, guardians, teachers, administrators, school personnel, and Board members when a school confirms the presence of immigration enforcement on campus. Notification shall be made by any means to effectuate the notification promptly, including but not limited to telephone, email, text, Parent Square, or by other appropriate means.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309 Sacramento,
CA 95814

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school safety planning committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent or guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)




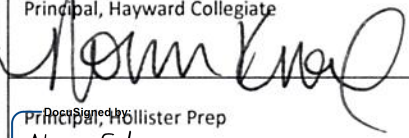
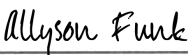
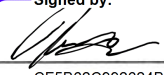
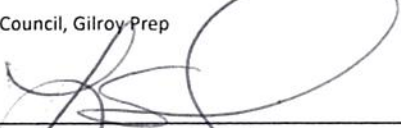

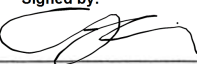
Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representation

SIGNATURE PAGE NAVIGATOR SCHOOLS SAFETY PLAN 2025 – 2026

The undersigned members of the Navigator Schools Safety Planning Committees certify that the requirements for the CA AB 1747, Comprehensive School Safety Plan, have been met.

Navigator Schools	
DocuSigned by:  CEO & Superintendent 4553AD44CE7467...	4/16/2026 Date
DocuSigned by:  2D465CE15895416...	4/16/2026 Date
Principed by:  Principal, Hayward Collegiate 318A4AC509274E8...	4/16/2026 Date
 Principal, Hollister Prep Nancy Salazar CF618B84DCAC480... Principal, Watsonville Prep	3/16/2026 Date
DocuSigned by:  D37B7946EFFF0462... President, School Site Council, Gilroy Prep	4/16/2026 Date
Signed by:  CF5B62C992624B2... Council, Gilroy Prep	4/16/2026 4/16/2026 Date
 President, School Site Council, Hollister Prep	3/16/2026 Date
Signed by:  279E38F3D6C6426... President, School Site Council, Watsonville Prep	4/16/2026 Date
Signed by:  9D96FAA39C954B8... President, School Site Council, Hayward Collegiate	4/16/2026 Date

CONTINUITY OF OPERATIONS PLAN (COOP)

Continuity planning is the ability of schools to carry out their normal activities and function after unplanned events have occurred, through their essential tasks, resources, and personnel. Although not required under the CA Ed. Code, it is recommended the school and district develop a COOP in case of emergency or unusual working conditions. The COOP can be a standalone document or incorporated into this CSSP. Follow this link to find a working sample located in the [Functional Annex](#).

There are six key elements addressed in a COOP:

Essential Functions

Identify essential functions and services that are needed to sustain division mission and operations. Determine what functions will ultimately need to be prioritized in the worst-case scenario. Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district.

Critical Resources

Identify critical resources (staffing and equipment) necessary for Division to carry out essential functions and where such resources may be acquired, internally and externally, if necessary.

Essential Staff

List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. Establish orders of succession, building out three deep for each leadership role. Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis.

Communications

Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. Establish the methods used for notification and dissemination of critical information.

Ensure that:

- Contact rosters are complete and up to date
- General messages are pre-staged when possible
- Test the system and users by sending occasional test messages
- Establish a back-up method for messaging

Essential Record Management

Identify, protect, and ensure the ready availability of electronic and/or hard-copy documents, references, records, and information necessary to complete essential functions.

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF CRIME ON CAMPUS

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Gilroy Prep

Data Source	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)	9	13	09
- Violence	4	6	9
- Tobacco / Vaping	2	7	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance, General Ed. (%)	N/A	N/A	N/A
Attendance, Special Ed. (%)	N/A	N/A	N/A

Hayward Collegiate

Data Source	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)	0	2	3
- Violence	0	2	3
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

Hollister Prep

Data Source	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)	12	12	19
Violence	10	11	19
Tobacco / Vaping	2	0	0
Drugs or Alcohol	0	0	0
Weapons	0	1	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

Watsonville Prep

Data Source	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)	4	12	28
Violence	4	12	28
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0
Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Attendance , General Ed. (%)	N/A	N/A	N/A
Attendance , Special Ed. (%)	N/A	N/A	N/A

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Gilroy Prep

The safety and security of our campus community remain a top priority at GPS. Thanks to the active involvement of families, crime on campus continues to remain very low. We strongly emphasize family engagement, recognizing it as vital to both academic success and fostering a safe environment. Families serve as invaluable partners, acting as our eyes and ears in the vicinity of the campus. Their vigilance and communication enable us to promptly address any concerning activities. We extend a warm invitation to all families to participate in school site council meetings and join us for various events throughout the academic year, including back-to-school nights, family game nights, awards ceremonies, and special campus events. Additionally, we have a dedicated Campus Safety Lead who works tirelessly to implement and oversee safety protocols, ensuring the well-being of all students and staff.

Hayward Collegiate

Crime at Hayward Collegiate is very low thanks to our community involvement. We work diligently to create an inclusive and welcoming campus culture so that families, students, staff, and other community members feel safe both physically and emotionally. We include families in many levels of engagement including the Family Teacher Association, School Site Council, and Community Schools Council as well as coffees with the principal, and 7+ yearly community events. Our student services team ensures the mental and emotional wellness of students through the MTSS process, student surveys, and teacher reporting as well as school-wide SEL and wellness learning. We also have a school safety officer dedicated to ensuring the daily safety of the campus.

Hollister Prep

Crime at HPS is very low because as a community we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. Our campus is a place where we come together in support of our students and families with events like our PBIS Get Ins, holiday program, sports, family picnic and awards ceremonies. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

Watsonville Prep

Crime at WPS is very low because, as a community, we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

ANNUAL SAFETY GOALS 2023-2024

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district, and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District, or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

To keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups, and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

Navigator Schools Safety Goals 2025-2026		
Goal 1: Create a “strong” safety and health climate in our schools.		
	Strategies to be Used	Person Responsible
Objective 1:	Educate all staff members on their responsibility and accountability for safety training, supervision, and enforcement	Administration and staff
Objective 2:	Help provide a safe and secure learning environment by ensuring there is effective and appropriate communication between staff/parents/students	Staff
Goal 2:		
	Strategies to be Used	Person Responsible
Objective 1:		
Objective 2:		

3. MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting is consistent with Penal Code 11164.
- Policies are pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline are adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang-related apparel,” the provisions of that dress code.
 - Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students, and/or parents notified that this policy exists?
- How are staff, students, and/or parents notified relative to a specific incident?

- What staff/student training(s) have been completed?
- What additional training is needed?

CHILD ABUSE REPORTING

Refer to Section 8 of this document for Navigator Schools policy on Child Abuse Reporting or use the link, [CHILD ABUSE AND NEGLECT REPORTING](#), to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child’s physical health and emotional needs
 - d. Unusual and willful cruelty; unjustifiable
 - e. Unlawful corporal punishment

2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child

- v. To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: **The telephone call must be made immediately or as soon as practically possible by telephone, AND a written report must be sent within 36 hours of the telephone call to the child protective agency.**
3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE	MANDATED REPORTER CATEGORY
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE		TODAY'S DATE
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY	
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)			
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
2. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years
2. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
3. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
3. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

1. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either Child Protective Services or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

County of Santa Clara Child Abuse & Neglect Center (CANC)	(833) 722-5437
Alameda County Social Services Agency	(510) 259-1800
San Benito County Child Protective Services	(831) 636-4190
Santa Cruz County Child Welfare Services	(877) 505-3299 or (831) 454-2273

Police Departments:

Gilroy Police Department	(408) 846-0350
Hayward Police Department	(510) 293-7000
Hollister Police Department	(831) 636-4330
Watsonville Police Department	(831) 768-3300

E. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

SEXUAL HARASSMENT POLICY

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has either the purpose or effect of 'substantially interfering with a person's education.
4. The conduct or communication creates an 'intimidating, hostile, or offensive educational environment."

B. Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

It is the duty of Navigator Schools to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

For 1992-93 and each year thereafter, the information must cover the previous three years. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Ed. Code 49079) The above information shall be given to teachers in writing and a copy shall be kept in the student's file.

The superintendent or designee shall be responsible for the development of procedures to ensure that a board policy is implemented. (Education Code 48201, 49079; Welfare and Institutions Code 827).

PROCEDURES FOR SAFE INGRESS AND EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

A. School Must Plan For:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Locations

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify at least two off-campus evacuation site(s) on opposite side of the campus.
- Establish a memorandum of agreement with the evacuation site(s).

Gilroy Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Hayward Collegiate Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Secondary Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Hollister Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Watsonville Prep Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. **Follow the “Shelter in Place” procedures.**

C. Staff Training

Staff have received training through on-site drills and regular review of this safety plan for off-site locations.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

CA Ed. Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

Refer to Section 8 of this document for Navigator Schools policy on School Discipline policy or use [THIS LINK](#) to jump to that section.

B. Notification to Students and Parents

CA Ed. Code 35291:

- a. Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Make staff aware of the requirement to review the information of a dangerous student if provided to them with a reminder there are legal ramifications for sharing the information with any other person.

BULLYING AND CYBERBULLYING

Navigator Schools recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

A. Staff Training

Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. EC Section 32283.5(c). The CDE Bullying Prevention Training & Resources page can be found by following this link:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

DRESS CODE

Refer to Section 8 of this document for Navigator Schools' Dress Code policy or use the link, [DRESS CODE](#), to jump to that section.

Navigator Schools promotes and encourages a positive learning environment for all students. Acceptable and appropriate behavior and clothing play a primary role in this desired educational atmosphere. If student clothing works against a positive learning atmosphere, it is not acceptable.

In order to provide ALL students a safe, appropriate academic environment, look-alike gang behavior is prohibited at school. For the safety of our students, it is very important that parents do not purchase or allow students to wear any item that might be perceived as the showing of "colors". This is clearly a campus safety issue, especially important as students move to and from school and in and out of the neighborhoods.

4. ICS / SEMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the **Standard Emergency Management System (SEMS)** and the **Incident Command System (ICS)** can be adapted to your school. For ICS rosters for each school, use the links below to jump to the Functional Annex.

[ICS Roster – Gilroy Prep](#)

[ICS Roster – Hayward Collegiate](#)

[ICS Roster - Hollister Prep](#)

[ICS Roster – Watsonville Prep](#)

Major Concepts & Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS Terminology

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

PRIMARY ICS FUNCTIONS

Incident/School Commander (The "leader")

The Management Section is responsible for the overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Navigator Schools. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward the reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

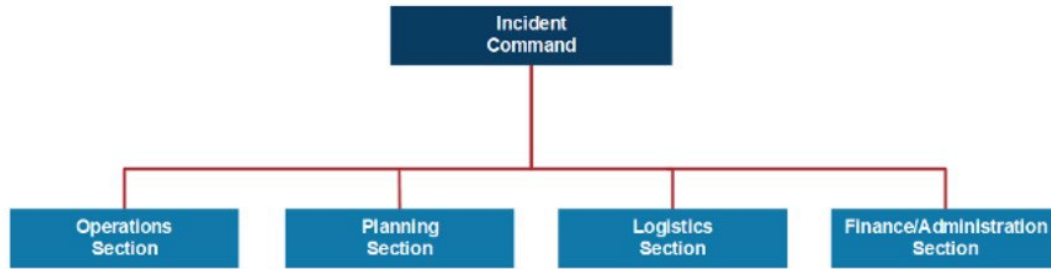
Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.



UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

The Basic Plan addresses the responsibilities of Navigator Schools in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the district in coordination and with local, State, and Federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Navigator Schools with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This plan meets the requirements of the policies of Santa Clara County, Alameda County, San Benito County, and Santa Cruz County on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response and defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

CA LEGAL AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

- states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee Workers Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

California Government Code, Section 3100 also states that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency.

No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

RECOVERY

It is critical to provide a mental health response for students, staff, and parents after a crisis that has impacted a school. Often, this can be provided by the district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers, or supervised interns. The services typically involve one-on-one or family-oriented approaches requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS

To best prepare for and manage the mental health recovery phase with the various counties through Memorandums of Understanding (MOU) with agencies who would provide crisis responses, the MOU would include the following:

1. Schools and/or school districts require, as part of their MOU with agencies and/or universities, all interns, therapists and mental health workers complete crisis response training with the various mental health agencies of each county before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify a licensed mental health representative at

the county mental health agency. They will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school, the district, and mental health agency and its partnering agencies as to the requirements for a responding mental health team(s) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

3. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the county mental health agency or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually single events that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional Emergency Operations Center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

An *emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support is needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. The effects of a disaster last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

LEVELS OF RESPONSE

Response Levels are used to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Proclamations of Emergency issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and counties will proclaim a local emergency. Then, the State of California will declare the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. **When local jurisdictions declare a State of Emergency, the district board can declare the same.**

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Campbell Union High School District to respond. The affected cities and counties will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Operations Plan (EOP) and interact with public agencies.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential

damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both elements require the education of parents, students, teachers and administrators.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those persons identified in this plan as having either a primary or support mission relative to response and recovery should review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel should be acquainted with these SOPs and checklists and should periodically be trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach to a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Staff Preparedness

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies:

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross and each local Office of Emergency Services, www.redcross.org, www.prepare.org, or www.ready.gov.

If the disaster occurs during school time, emergency management protocols recommend the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district,

excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT VIA A PROMULGATION STATEMENT (LOCATED IN DISTRICT EOP) DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a) If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b) students are on their way home from school are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and notifications made to parents in the regular communication channels shall be posted.

EMERGENCY PLANNING AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Navigator recognizes its legal and ethical obligation to ensure that all safety procedures, emergency operations, and disaster response plans are inclusive of students with disabilities. In accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and applicable California Education Code provisions, Navigator shall ensure that emergency procedures provide reasonable accommodations and equal access to safety for students with special needs.

1. Integrate Individualized Planning

- Incorporate emergency preparedness components into students' Individualized Education Programs (IEPs) and Section 504 Plans where appropriate.
- Identify specific evacuation, shelter-in-place, lockdown, and reunification supports required by individual students.

2. Provide Adapted Emergency Procedures

- Ensure evacuation routes, staging areas, and reunification sites are accessible to individuals with mobility impairments.
- Provide visual, auditory, and tactile alerts as necessary to accommodate students with sensory disabilities.
- Assign trained staff members to assist students who require physical, medical, behavioral, or communication support during emergencies.

3. Ensure Staff Training

- Provide annual training for all staff on inclusive emergency response procedures, including assisting students with disabilities.
- Conduct drills that practice disability-inclusive procedures.

4. Maintain Emergency Equipment

- Maintain accessible emergency equipment (e.g., evacuation chairs, communication boards, medical supplies).
- Ensure that backup power or contingency systems account for students who rely on assistive technology or medical devices.

5. Family Communication and Coordination

- Develop accessible communication protocols to ensure parents/guardians of students with disabilities receive timely emergency updates.
- Coordinate reunification procedures that address mobility, medical, and supervision needs.

All emergency preparedness activities shall be reviewed annually to ensure compliance with ADA requirements and continuous improvement of inclusive safety practices.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released **ONLY** to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

DRILLS

Navigator Schools should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILL

The earthquake emergency procedures shall be listed in, but not be limited to a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

As used in this safety plan, a “drop procedure” means an activity whereas each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (*Code of Regulations, Title 5, Section 550*)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and

high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

SUICIDE PREVENTION

Navigator Schools recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

Navigator Schools Link to Board Policy on Suicide Prevention:

[Navigator Schools Suicide Prevention Policy - Full Text](#)

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Dont's

DON'T leave the person alone for even a minute.

DON'T act shocked or be sworn to secrecy.

DON'T underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

DON'T let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

DON'T take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

SERT - Suicide Emergency Response Team - 2025-2026

Please send a group text to all VP's, Principal, and Misty immediately if a student makes a self harm comment, joke, drawing etc.

Please do not leave student alone.

If comment is made at dismissal, please notify parent and inform them that counselor will follow up the next day.

***SERT Leader: Assumes responsibility for decisions made and actions taken, acts as liaison with police or other authorized outside agency**

*Norma Knox - CPI Trained	831-537-7548	norma.knox@navigatorschools.org
Preet Santos	909-745-2329	preet.ssantos@navigatorschools.org
Alexa Salazar - CPI Trained	209-519-7274	alexandra.salazar@navigatorschools.org
Nicholas Bakich - CPI Trained	831-245-7559	nicholas.bakich@navigatorschools.org

Counselor: Provides training, conducts student interviews, contacts family, provides community resources, and works with parents

Harrell McDowell CPI Trained	817-774-5670	harrell.mcdowell@navigatorschools.org

Steps in if counselor is not available.

Reba Tran/School Psychologist - CPI Trained	831-262-4997	reba.tran@navigatorschools.org
Education Specialist for Students with IEP's Helps communicate between teachers and admin, additional support in classroom if needed		
Haley Perry - CPI Trained	831-537-8792	haley.perry@navigatorschools.org
Connie Contreras/Intern CPI trained	408-843-8959	connie.contreras@navigatorschools.org
Campus Security: Coordinates immediate security and protection		
Denisse Romero	831-664-8080	denisse.romero@navigatorschools.org
School Secretary / Nurse / Health Technician Administers first aid/triage, locates emergency card information for injured student		
Al Gonzalez - CPI Trained	831-524-6139	al.gonzalez@navigatorschools.org
Site Operations Manager Helps communicate between teachers and admin, additional support in the classroom if needed		
Chris Branon - CPI Trained	831-524-6637	christopher.branon@navigatorschools.org
Media Spokesperson: Fields and responds to media inquiries		
Kristen Carr	408-887-5035	kristen.carr@navigatorschools.org

MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact the Superintendent to determine need to send students home.

Use the following link to find a Mass Casualty Patient Tracking Sheet in the [Functional Annex](#).

BIO-TERRORISM

Anthrax Threat How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed address
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discoloration, or odors
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with a message such as “anthrax”

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.

- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out on a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered a warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Do not panic. Anthrax organisms can cause infection in the skin, gastrointestinal system, or lungs. For this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. The disease can be prevented after exposure to anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, a life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism that are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment currently. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERRORISM

This Bioterrorism Support Plan (Plan) provides basic steps to guide appropriate County Public Health Department, city and county government officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This plan is a living document subject to periodic revisions when needed.

In the event of a bioterrorism outbreak and based on the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the city will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center). **Only school gymnasiums will be used.**

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

1. Statement of Agreement signed by affected county mental health agency, city and school district.
2. Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
3. Establish that the City will provide security for the school district site.
4. Define how long the immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.
5. Ensure a manager is provided by the Public Health Department to oversee center operations.
6. Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department
7. Establish who will be responsible for cleanup.

Public Health Department will contact the county OES who then initiates contact with appropriate school district authorized contact (see emergency contact list for school district)

1. Superintendent's Office:
2. School District Security:
3. Custodial Services or Facilities:

Each county OES informs law enforcement that authorization has been given to open the appropriate site(s). **Only gymnasiums will be utilized.** The school district official then follows the guidelines shown below:

- Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
- If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
- Contact the principal of the school site being converted into an immunization center (mass prophylaxis center)
- Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center).
 - Inventory useable materials within the center's designated area, i.e., toilet tissues, paper towels, soap. Click [Mass Prophylaxis Center Checklist](#) to jump to the form in the functional annex.
 - Ensure all other areas of the school site are not accessible to the mass prophylaxis center personnel or public.

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff.

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

1. School site personnel compares supplies and materials used, physical property loss and damages.
2. Both Public Health Department and school site personnel inspect shelter site for:
 - a. Material and supplies used
 - b. Property loss
 - c. Property damage
3. When inspection is completed, school site personnel will give Business Services Department a report of materials used and property damaged/loss (photograph)
4. Business Services
 - a. Gives property loss/damage to Risk Management to determine cost of property loss and repair costs.
 - b. Formalizes letter Public Health Department to file a claim covering loss and material usage.

PANDEMIC FLU

Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare. Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and anti-viral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing

schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the checklist on the following pages will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for childcare agencies and preschools is available at <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their own plans. It is important for all schools and before- and afterschool programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both of these agencies will have important roles if there is a pandemic.

Follow the link to find a comprehensive Pandemic Flu Checklist is located in the [Functional Annex](#).

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.

- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

FENTANYL (OPIOID) OVERDOSE - NARCAN

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip schools in California with students in grade 7 or higher with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

- **Education and Awareness:** Raise consciousness about the dangers of youth fentanyl exposure.
- **Training:** Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and lifesaving responses.
- **Comprehensive School Safety Plan (CSSP):** A structured plan for schools to follow, ensuring student safety against the threat of opioids.

Every employee at Navigator Schools has received training on the administration of Narcan and Narcan is readily available at all campuses.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

**STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE
OPIOID HIGH vs. OPIOID OVERDOSE**

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken

- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened ● Fingernails or lips turning blue/purple

Suspicion of opioid overdose can be based on:

Presenting symptoms

History

Report from bystanders

School Nurse or staff prior knowledge of person

Nearby medications, illicit drugs or drug paraphernalia.

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START

GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray ●
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.

- Tilt the person's head back and provide support under the neck with your hand
- Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose ● Action 5.

- Press the plunger firmly to give the dose of Naloxone Nasal Spray ●

Action 6.

- Remove the Naloxone Nasal Spray from the nostril after giving the dose **STEP**

3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise. ● Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.

- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur. ● Stay with the person until help arrives.
- Follow school administrator’s guidance regarding the seizing of all illegal and/or non prescribed opioid narcotics found on victim, process in accordance with Campbell Union High School District protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NALOXONE \(NARCAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

Choking

- Stand behind the person.

- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

S.T.A.R.T. PLAN TRIAGE CHECKLIST

This method allows rapid identification of those patients who are at greatest risk for early death and the provision of basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open the airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR

- If a patient needs assistance to maintain an open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold the airway open)
- If respiration is normal, go to the next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If a capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement) Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e., multiple fractures would require a higher level of treatment than superficial lacerations)

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a School

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies Affecting Two or More Schools

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- The superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District Radio System

- Set the radio to the desired frequency or channel.
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
 - Identify yourself: "This is NAME . POSITION , from SITE ." ○ Base will respond.
 - Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit ○ Use unit number to begin and end transmissions.
- School Bus to unit ○ Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exceptions for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ____to____ hours.

Briefings/bulletins will be necessary for a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep clerks briefed on situation changes and what to tell people who phone the DO.
- Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

EOC Message Form

An EOC message form is located in the [Functional Annex](#). This form would be used in case all other forms of communication are not possible.

6. FUNCTIONAL ANNEX

NAVIGATOR SCHOOLS EMERGENCY PHONE DIRECTORY

Executive Staff

Caprice Young, CEO	Redacted
Noël Russell-Unterburger, CFOO	Redacted
Kirsten Carr, Director of Engagement	Redacted
David LeBarre, Operations Manager	Redacted

Gilroy Prep

Missy Coral, Principal	Redacted
Ally Funk 6-8 VP	Redacted
Sarah Rule TK-2 VP	Redacted
Ada Perales, SOM (Site Operations Manager)	Redacted

Hayward Collegiate

Danilo Juarez - Principal	Redacted
Sofia Moreno - VP	Redacted

Hollister Prep

Norma Knox, Principal	Redacted
Nicholas Bakich, VP	Redacted
Chris Branon, SOM (Site Operations Manager)	Redacted

Watsonville Prep

Nancy Salazar, Principal	Redacted
Kaitlyn Large, VP	Redacted
Sonia Lodron, SOM	Redacted

WEBSITE DIRECTORY

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

<http://www.ready.gov> Disaster Preparedness Information

<http://www.whitehouse.gov> White House <http://www.dhs.gov> Federal Department of Homeland Security <http://www.nasponline.org> National Association of School Psychologists <http://www.fema.gov/> Federal Emergency Management Agency

<https://www.cde.ca.gov/> California Department of Education

<http://www.oes.ca.gov/> California Office of Emergency Services

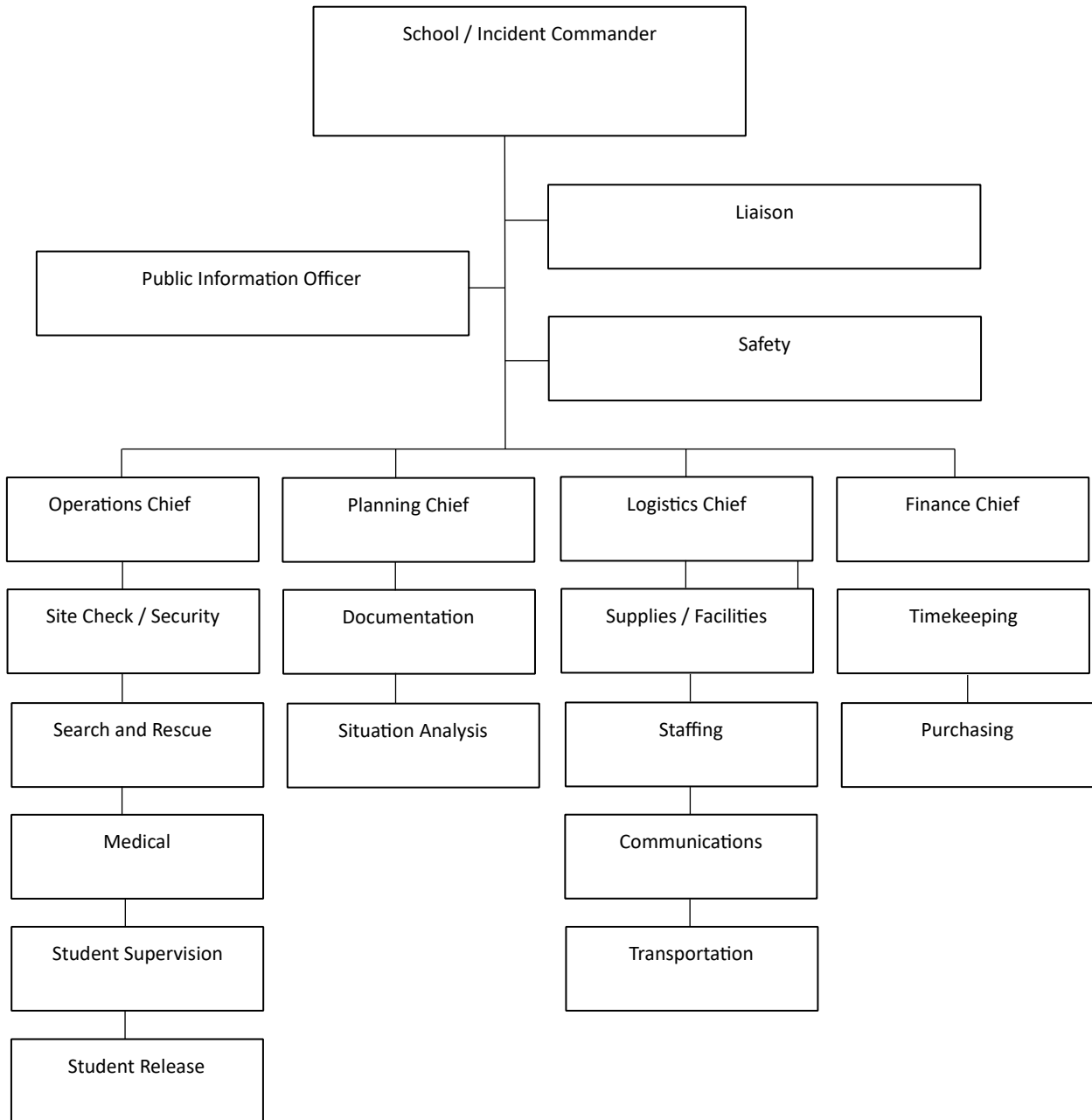
<http://www.bt.cdc.gov/> Centers for Disease Control and Prevention

<http://www.fbi.gov/> Federal Bureau of Investigation <https://www.sccoe.org/> Santa Clara County Office of Education <https://www.sbcoe.org/> San Benito County Office of Education <https://www.acoe.org/> Alameda County Office of Education

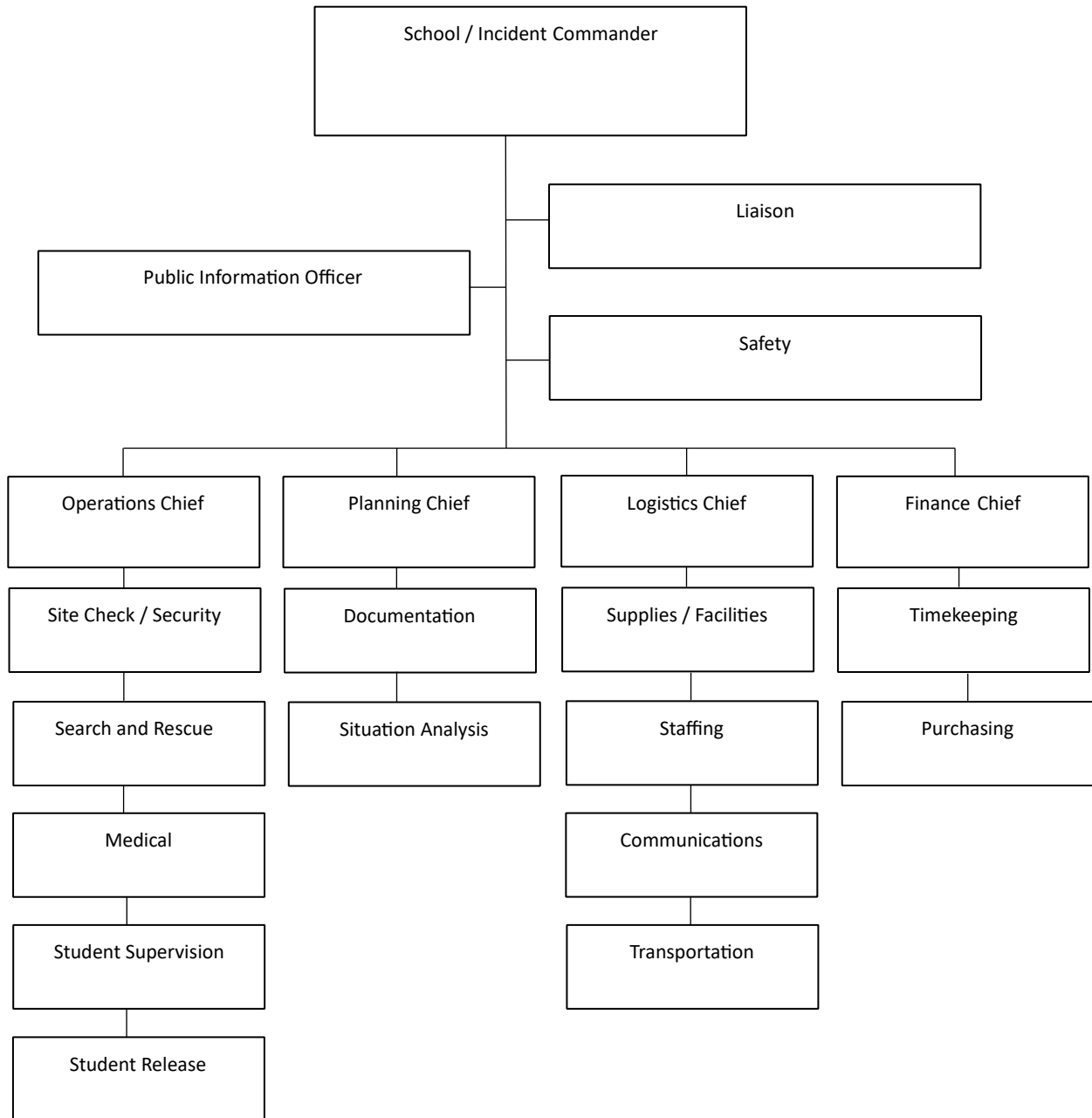
<https://santacruzcoe.org/> Santa Cruz County Office of Education

<https://www.navigatorschools.org/> Navigator Schools

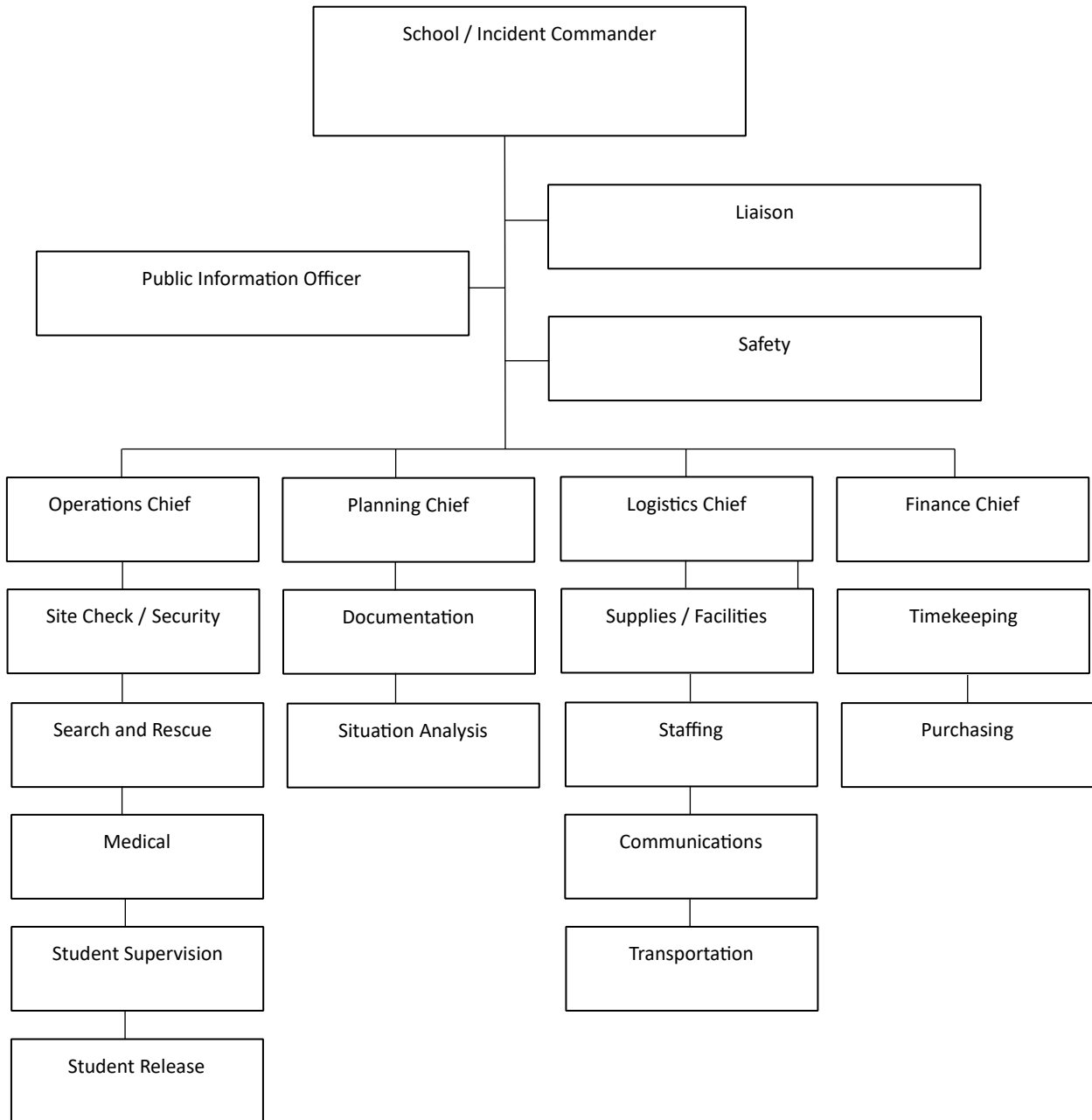
ICS Roster – Gilroy Prep



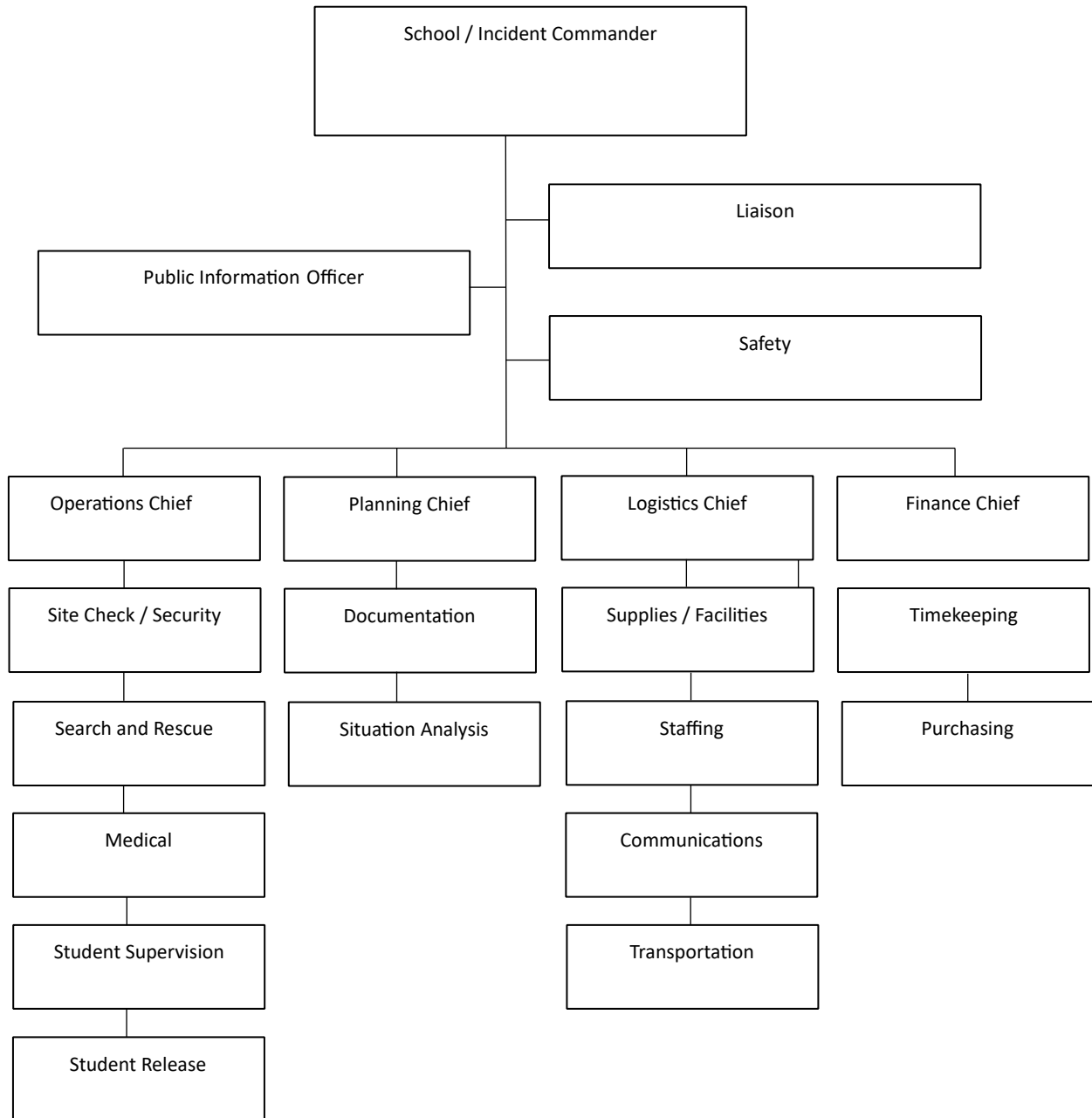
ICS Roster – Hayward Collegiate



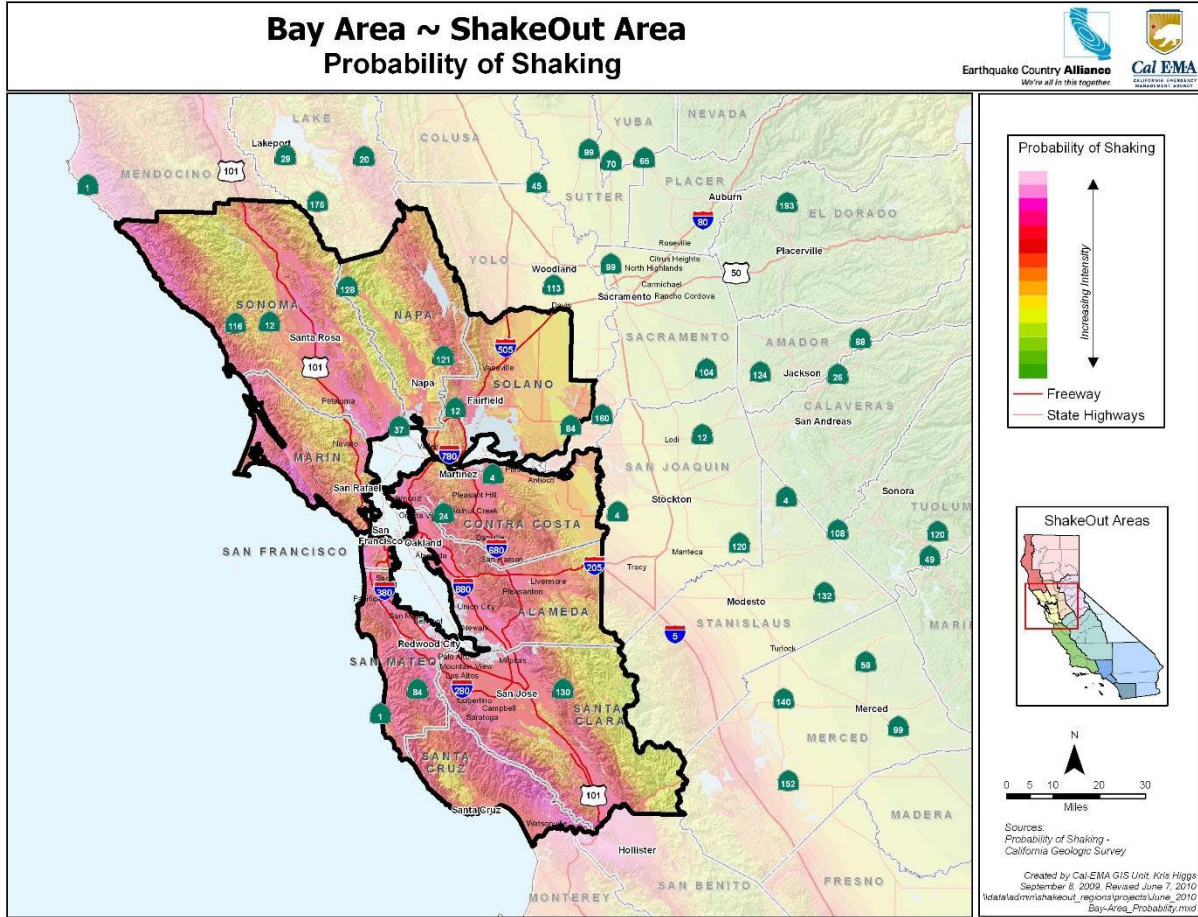
ICS Roster – Hollister Prep



ICS Roster – Watsonville Prep



EARTHQUAKE PROBABILITY CHART



EARTHQUAKE SIZE DESCRIPTIONS		
DESCRIPTION TITLE	RICHTER MAGNITUDE	INTENSITY EFFECTS
Minor Earthquake	1 to 3.9	Only Observed instrumentally or felt only near the epicenter
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distance of up to 20 or 30 miles from the epicenter may cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable
Major Earthquake	7 to 7.9	Landslide, liquefaction and ground failure triggered by shock waves
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

NAVIGATOR SCHOOLS

CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
---------------	------------------	-------------------------

<p>Essential Functions/Essential Staff/Communications</p>	<ul style="list-style-type: none"> • Identify essential functions and services that are needed to sustain division mission and operations. • Determine what functions will ultimately need to be prioritized in the worst-case scenario. • Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district. • List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). • Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. • Establish orders of succession, building out three deep for each leadership role. 	<p>Primary: Superintendent</p> <p>Possible Alternates:</p>
---	--	--

	<ul style="list-style-type: none">• Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of	
--	--	--

	<p>crisis.</p> <ul style="list-style-type: none">• Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information.• Establish the methods used for notification and dissemination of critical information.• Ensure that:<ul style="list-style-type: none">○ Contact rosters are complete and up to date○ General messages are pre-staged when possible○ Test the system and users by sending occasional test messages○ Establish a back-up method for messaging	

<p>Critical Resources/Facilities</p>	<ul style="list-style-type: none"> • Maintain overall function and facilities operation. • Review essential functions and responsibilities of backup personnel. • Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary • Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. • Provided building 	<p>Primary: CBO</p> <p>Possible Alternates: MOT Director</p>
--------------------------------------	---	--

	<p>administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <ul style="list-style-type: none"> • Meet with staff and monitor their ability to maintain essential function 	
--	--	--

<p>Essential Records Management</p>	<ul style="list-style-type: none"> • Monitors absenteeism and ensures appropriate delegation of authority. • Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. 	<p>Primary: Human Resources Director</p> <p>Possible Alternate:</p>
<p>Reconstitution</p>	<ul style="list-style-type: none"> • Will be implemented in the event of significant absences or school closure. • Alternate learning strategies will include: <ul style="list-style-type: none"> ○ Hard copy, self-directed lessons ○ Use of mobile media storage such as the cloud ○ On-line instruction; online resources; on-line textbooks • Communication modalities 	<p>Primary: Site Principal</p> <p>Possible Alternate:</p>

	<p>for assignment postings and follow-up:</p> <ul style="list-style-type: none">○ Telephone○ Postal Service○ Cell phone○ Cell phone mail○ Text messages○ E-mail○ Automated notification systems○ Website postings	

BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:

Exact Wording of Threat:

Does the voice sound familiar? Like who?

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get in the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description

Male Female Unknown Approximate Age:

(Caller's Voice (Circle all that apply))

CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING

CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING
----------	--------	-------	--------	----------	--------	-----------------

Callers Language (circle all that apply)								
Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly

Background Noises (circle all that apply)								
Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	PA System	House Noises
Machinery	Windy	Local	Clear	Cell Phone	Office	Other:		

Other Observations:

NAVIGATOR SCHOOLS

ACTIVE SHOOTER DRILL ASSESSMENT SHEET

Team Member _____ Site _____ Date _____

Room	Door Secured	Occupants Out of View	Lights	Improvised Weapon Available	Teacher/Staff Lockdown Steps	Mass Notification	All Clear Code	Evacuation Yes/No



HOMELAND SECURITY ADVISORY SYSTEM

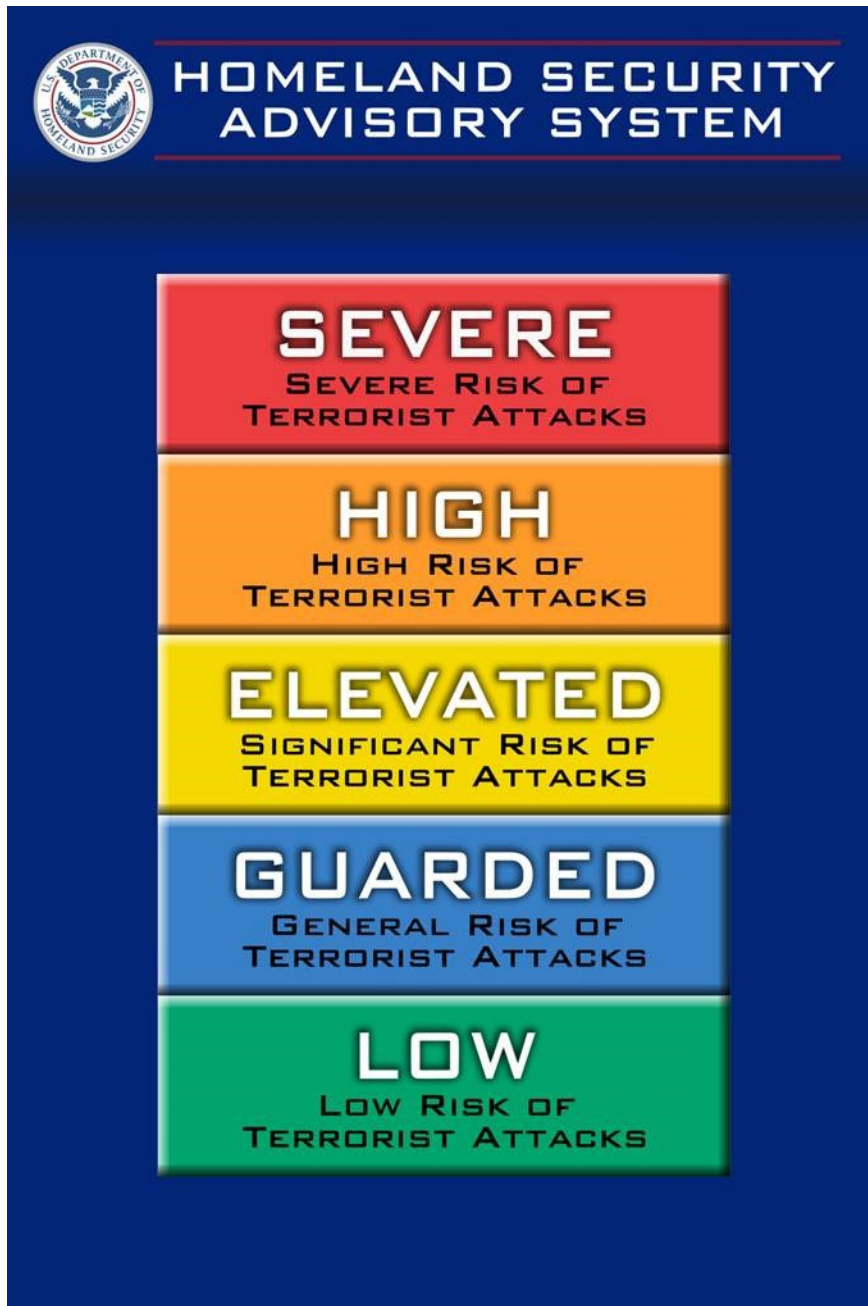
The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

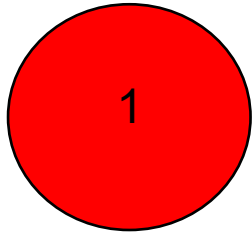
THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

HOMELAND SECURITY ADVISORY SYSTEM CHART



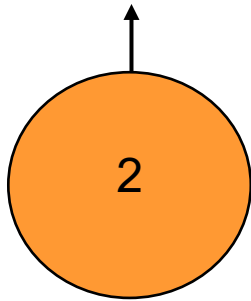
RESPONSE LEVEL DIAGRAM



Major Disaster

Level 1: Major Disaster

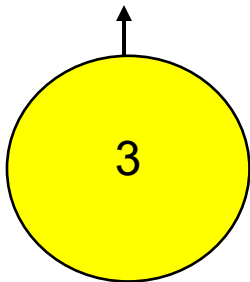
On-scene incident Commander(s) (multiple school sites) communicates with District EOC under Command of EOC Director



Local Disaster

Level 2: Local Disaster

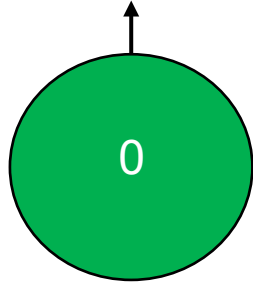
On-scene incident Commander(s) (multiple school sites) Communicates with Abbreviated District EOC under Command of EOC



Local Emergency

Level 3: Local Emergency

On-scene incident Commander (Site Coordinator) Communicates as shown in Classroom Emergency & Critical Incident Plan Based upon size of emergency, an Abbreviated District EOC may open



Level 0: Readiness & Routine
 Day-to-day response by District

Readiness and Routine

MASS CASUALTY PATIENT TRACKING SHEET

HOSPITALS:
OTHER:

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	HOSPITAL

SIGNED _____

Date _____

NAVIGATOR SCHOOLS MASS PROPHYLAXIS CENTER CHECKLIST

Portion of School Used as a Mass prophylaxis center (Gymnasiums only)

Current Useable Inventory			Inventory Used by Mass Prophylaxis Center	
Date Inventory Taken:			Date Inventory Taken	
Description	Quantity on Hand	✓	Quantity Used	Comments
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Other				
Liquid Soap				
Sanitary Supplies				

The signatures of both school personnel & center manager verifies materials used and will be reimbursed.

School Site Personnel Signature Date

Mass prophylaxis center Manager Signature Date



NAVIGATOR SCHOOLS

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the Navigator School legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____ Location: _____	
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary	
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin	
<input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian	
<input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Signs of Overdose Present	
<input type="checkbox"/> Blue lips <input type="checkbox"/> Breathing slowly <input type="checkbox"/> Shallow breathing <input type="checkbox"/> Slow pulse <input type="checkbox"/> Unresponsive	
<input type="checkbox"/> Weak pulse <input type="checkbox"/> Other (specify) _____	
Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin <input type="checkbox"/> Benzos/Barbituates <input type="checkbox"/> Cocaine/Crack <input type="checkbox"/> Alcohol	
<input type="checkbox"/> Methadone <input type="checkbox"/> Suboxone <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify) _____	

Naloxone Administration Incident Reporting	
Date of occurrence: _____	Time of occurrence: _____
Vital signs: BP _____ / _____ Temp _____ Pulse _____ Respiration _____	
Location where student was found:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Health Office <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other (specify): _____	
How was the naloxone given: <input type="checkbox"/> Injected into muscle <input type="checkbox"/> Sprayed into nose	
Naloxone lot #: _____ Expiration date: _____	
Naloxone administered by: (Name) _____	
Was this person formally trained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	
Parent notified of naloxone administration: (time) _____	
Was a second dose of naloxone required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ If yes, was that dose administered at the school prior to arrival of EMS? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ Approximate time between the first and second dose: _____	
Naloxone lot #: _____ Expiration date: _____	

Person's Response to Naloxone
<input type="checkbox"/> Combative <input type="checkbox"/> Responsive/Angry <input type="checkbox"/> Responsive but sedated <input type="checkbox"/> Responsive and Alert
<input type="checkbox"/> No response to naloxone

Post-Naloxone Observations (Check all that apply)
<input type="checkbox"/> None <input type="checkbox"/> Seizure <input type="checkbox"/> Vomiting <input type="checkbox"/> Difficulty breathing <input type="checkbox"/> Other (specify): _____

Other Actions Taken
<input type="checkbox"/> Sternal rub <input type="checkbox"/> Recovery position <input type="checkbox"/> Rescue breathing <input type="checkbox"/> Chest compressions
<input type="checkbox"/> Automatic defibrillator <input type="checkbox"/> Yelled <input type="checkbox"/> Shook the person <input type="checkbox"/> Oxygen
<input type="checkbox"/> Other (specify): _____

Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative¹ • Mental health professional • Teachers • Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.

¹ This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district’s pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <https://www.cdph.ca.gov/Programs/CCLHO/Pages/CCLHO-Health-Officer-Directory.aspx>)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed. ²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. ³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures. ⁴
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures. ⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need

² For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

³ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for all levels and types of staff.

⁴ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text messaging, local media outlets, and cable television.

⁵ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

			for school sites to help meet temporarily the health-related needs of the community. ⁶
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display “Handwashing” and “Stop the Spread of Germs” posters in each classroom. https://www.cdc.gov/handwashing/materials.html
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

2. Preparedness

⁶ For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA’s healthcare and mental health staff, etc.

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ⁷ NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.

⁷ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
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3. Response

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

4. Recovery

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document “lessons learned” and incorporate them into revisions and training.

NAVIGATOR SCHOOLS EOC MESSAGE FORM			
Date:	Priority (Check One):		
Time:	<input type="checkbox"/> Emergency <small>Life Threatening</small>	<input type="checkbox"/> Urgent <small>Property Threatening</small>	<input type="checkbox"/> Routine <small>(All Others)</small>
To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:
Check One: <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other _____			
SUMMARY OF INJURIES AND PROPERTY DAMAGE			
Category	Number of Victims	Description	
A	Fatalities:	Fatal Injury	
B	Minor Injuries:	Minor Injuries: In need of first aid attention only. No ambulance needed.	
C	Major Injuries:	Major Injuries: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.	
	Moderate Injuries:	Moderate Injuries: Burns, major multiple fractures, Back injuries with or without spinal cord damage. Ambulance Needed.	

<p>CATEGORY D: Property Damage:</p> <p><input type="checkbox"/> large</p> <p><input type="checkbox"/> Major damage: cracks in ground.</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> Moderate damage: (toxic/chemical spill, Minor</p> <p>Minor damage: Dislodged</p> <p>None suspended ceiling grid, overhead mechanical systems and broken windows.</p>	<p>Descriptions:</p> <p>Building collapse, building leaning, major ground movement causing</p> <p>Falling hazards present, hazard present</p> <p>broken gas line, fallen power lines).</p> <p>overhead air duct terminals, light fixtures,</p>
<p>Category E: Resources Needed:</p> <p><input type="checkbox"/> Ambulance <input type="checkbox"/> PG & E <input type="checkbox"/> Other: _____</p>	
<p>**Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.</p>	
<p>Additional Information:</p>	
<p>Disposition:</p>	
<p>Action Requested by (Name):</p>	<p>Time Action Provided:</p>

NAVIGATOR SCHOOLS

ANNUAL SITE AWARENESS CHECKLIST, YEAR: _____

Recommendation	Steps	Participants	Completed
<p>Review employment screening policy & procedure</p>	<ul style="list-style-type: none"> ◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate. Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<ul style="list-style-type: none"> ◆ Security ◆ Human Resources 	
<p>Review the physical security of bus yards and garages; review transportation security in general</p>	<ul style="list-style-type: none"> ◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night? ◆ Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◆ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information? 	<ul style="list-style-type: none"> ◆ Security ◆ Contract Bus Operators ◆ Health Staff ◆ Drivers 	
<p>Review the adequacy of physical security in and around campus buildings</p>	<ul style="list-style-type: none"> ◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate? 	<ul style="list-style-type: none"> ◆ Security ◆ Maintenance ◆ Operations 	

Recommendation	Steps	Participants	Completed
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<p>Review access control procedures and heighten employee awareness</p>	<ul style="list-style-type: none"> ◆ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◆ Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ◆ Has a visitor log and ID badge system been implemented? 	<ul style="list-style-type: none"> ◆ Everyone 	
<p>Train everyone to recognize and report suspicious activities on campus.</p>	<ul style="list-style-type: none"> ◆ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◆ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◆ Have you developed a plan to handle reports of suspicious activity? ◆ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◆ Do personnel know what to do if a suspicious package is found? ◆ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◆ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 	<ul style="list-style-type: none"> ◆ Everyone 	

<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p>	<p>Do you have a zero tolerance for verbal threats of any kind?</p> <ul style="list-style-type: none"> ◆ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And do they understand that there is no such thing as a threat intended as a joke? <p>Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?</p> <ul style="list-style-type: none"> ◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<ul style="list-style-type: none"> ◆ Student Services ◆ Security ◆ Human Resources 	
<p>Work closely with local law enforcement and health officials.</p>	<p>Have you made local law enforcement a partner in your district plans?</p> <ul style="list-style-type: none"> ◆ Are parking regulations, particularly fire zone regulations, strictly enforced? ◆ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? <p>Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?</p> <ul style="list-style-type: none"> ◆ Have you determined contact protocol with local health officials if bioterrorism is suspected? ◆ 	<ul style="list-style-type: none"> ◆ Security ◆ Clinical Staff ◆ Crisis Management Team 	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<p>Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov?</p> <p>Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov?</p> <ul style="list-style-type: none"> ◆ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<ul style="list-style-type: none"> ◆ Mail room ◆ Secretarial ◆ Security ◆ Parents ◆ Students 	

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ANNUAL SAFETY PLAN EMERGENCY PLAN CHECKLIST, YEAR _____

Site: Site Checklist Due By: September 15th Each Year Submit To: Risk Management

This is a checklist to help principals organize and meet the site requirements mandated by the Emergency Operations Plan. It is recommended that each principal appoint a Site Safety Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check

Requirement

- Read the District Disaster Plan, and know the responsibilities of the site manager
- Designate a second-in-command and a backup
- Orient staff to District emergency Operations Plan, review site procedures (staff meeting)
- Update site plan, assign staff responsibilities (complete staff roster sheet)
- Schedule necessary training (First Aid, CPR, Search & Rescue)
- Schedule drills: Fire, Earthquake, Active shooter, Communications
- Update site map, post as required, and place a copy in site Knox Box.
- Complete Site Hazard Survey
- Complete Classroom Hazard Survey Summary
- Submit Classroom Hazard Survey Summary to superintendent
- Participate in a test of District Radios
- Check battery-operated radios
- Check the location and condition of the 2-meter radio antennae and the base for installing the antennae if appropriate.
- Complete supplies and equipment inventory to include classroom emergency kits
- Order supplies and equipment as necessary
- Evacuation areas/alternative identified for all classes
- Communications to parents and students about disaster procedures
- Review District Student Release Policy

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- Update Emergency Information Cards
- Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
- Assess food supplies as applicable.
- Meet with childcare provider and coordinate disaster preparedness plans
- Identify hospitals and clinics in school’s area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal’s Signature

Date

ANNUAL SITE HAZARD SURVEY, YEAR _____

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the District Office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include the evaluation of the interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include an assessment of the following areas.

- The proximity of toxic, flammable, corrosive, or chemically reactive materials
- The proximity of high voltage power lines has been considered in establishing the site evacuation plan
- The likelihood and possible effects of flooding or landslides
- Probably safety of evacuation areas after an earthquake; the proximity of gas, water, and sewer lines, or sprinklers
- Water heaters are strapped

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- Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- Janitorial areas: storage of tools and cleaning chemicals (keep a 3-foot clearance in front of all electrical panels)
- Storerooms: heavy items stored on high shelves; shelving secured (keep 3 foot clearance in front of all electrical panels)
- All computers and peripherals should be situated so as not to create a tipping hazard
- Machine shop and woodshop: equipment should be bolted down
- Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- Sound system speakers and spotlights: secure
- Compressed gas cylinders: secured top and bottom with a safety chain
- Weight room/motor development room equipment: racks anchored and weights properly stored
- Laboratory chemicals on shelves shall be restrained

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ANNUAL SITE HAZARD SURVEY II, YEAR _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			

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Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

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ANNUAL CLASSROOM HAZARD SURVEY, YEAR _____

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any they can; items they cannot correct will be submitted to the principal on this form by **September 30**. The principal shall submit a completed copy of the school needs with the principal's checklist by **October 30** to the District Office.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to workstation	

Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

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ANNUAL SAFETY PLAN DRILL REPORT, YEAR _____

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

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ANNUAL DISASTER SERVICE WORKER SURVEY, YEAR _____

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?

Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

**AMERICAN RED CROSS
RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS**

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction - What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crowbar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)

- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food, Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students

- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small, sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pickax
- Sledgehammer

- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per Search & Rescue Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flashlight, extra batteries
- Duffel or tote bag to carry equipment

Gear per Search & Rescue Team

- Backpack with First Aid supplies
- Master Keys

HOMELAND SECURITY ADVISORY SYSTEM

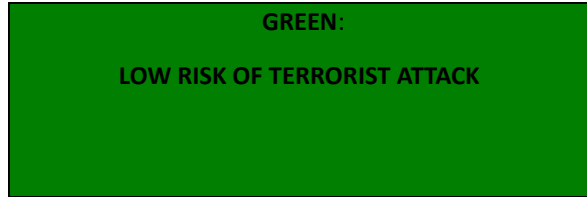
The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

GREEN:



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

BLUE:


**GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.



YELLOW

Significant Risk of Terrorist Attack

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented: **General Measures**

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.

- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.



A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, and student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.

- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week



A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The affected county Emergency Operations Center, located at 3500 Apron Ave, Atwater, CA 95301, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Navigator Schools will provide staff at the affected County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to MCOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.

- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the County EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

7. THREAT AND HAZARD ANNEXES

BASIC ACTIONS

Most emergency responses are covered by the following Basic Actions:

Action: **STAND BY**

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: **LEAVE BUILDING**

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

Action: **TAKE COVER**

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows.
 - Explosion/Nuclear Attack:
- Take a protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert

- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

INITIAL MEDIA STATEMENTS

The following statements, or similar wording, should be used to provide the media, including social media, with basic information at the onset of an emergency until more definitive information can be provided once the incident has stabilized. Secondary statements should be approved by the IC and PIO.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. There is no need to pick up your child at this time. We will have more information as soon as possible.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. We have established a reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and on-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please come to the (specific location on campus) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and off-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please do not respond to the school. We have established an off-site reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is off the bridge or away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. **The district bus driver is legally responsible for the welfare of student riders.**

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a school building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - i. Order an evacuation if the fire alarm doesn't work.
 - ii. Call 9-1-1
 - iii. Notify the superintendent.

- b. Teachers will:
 - i. Grab clipboard
 - ii. Grab emergency backpack
 - iii. Ensure all people have evacuated
 - iv. Last person out closes the door
 - v. Ensure students walk in an orderly and brisk fashion to designated space
 - vi. Account for all students and staff, if all are present hold up green card from clipboard, if not hold up red card
 - vii. Wait for all clear

- c. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

- d. The Head Custodian or designee shall open necessary gates for fire trucks and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

- e. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The principal or designee shall:

- Determine the need to execute an evacuation if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

FLOOD / INUNDATION

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Call 911.
- Notify Superintendent's office.
- In the event of evacuation, teachers bring their roll sheet and take attendance in assembly area.
- Notify school administration of any missing students.

LOSS OF UTILITIES

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds.

This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

The principal or designee will notify the Maintenance and Operations Department and will provide the location and nature of emergency.

The principal or designee will notify the Superintendent of the loss of utility service.

If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
 - Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.

- Excessive Heat Warning - Heat Index values are forecasting to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecasting to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

TORNADO/HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the central valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

Tornado/High Wind Safety

Preparation

- Know the **county** your school is in. The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.

- ☐ Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets etc. are ideal. Modular buildings, cafeterias and MPR's should be avoided.**
- ☐ Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include “drop” procedures where persons are protected under furniture with arms over the head.
- ☐ Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.
- ☐ Watch for tornado danger signs:
 - ☐ Dark, often greenish clouds/sky
 - ☐ Wall Cloud - an isolated lowering of the base of the thunderstorm
 - ☐ Debris cloud
 - ☐ Large hail
 - ☐ Funnel Cloud
 - ☐ Roaring Noise

Procedures for when a tornado warning siren is activated

- ☐ Announce and activate over the school P.A. system tornado response procedures
- ☐ Secure all doors and windows
- ☐ Turn off appliances and utility meters as much as possible
- ☐ Move students and staff to pre-designated safe buildings
- ☐ Monitor local media stations for updates and instructions
- ☐ Shelter in place until the all clear notification is received

During a Tornado

- ☐ The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.

- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPR's or similar large buildings
- If you are caught outdoors, immediately go to your pre-designated safe building or the nearest one.

After a Tornado

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

LIGHTNING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter-in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal.
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-inplace room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover their mouths and nose with a damp cloth or handkerchief** to protect them from any airborne hazards.
- **A school official (or student if no official is present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

HOSTAGE SITUATION

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

LOCKDOWN: ACTIVE SHOOTER

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

BOMB THREAT

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the link to jump to the [BOMB THREAT REPORT](#) form located in the Functional Annex as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name
 - Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured

- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school or the threat of an explosion - such as those caused by leaking gas or a faulty boiler within the school building - the following will be accomplished:

A. EXPLOSION

Command "DROP" is given. *

If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING**:

1. Sound the school fire alarm.
2. Move to an area of safety and maintain control of students.
3. Render first aid as necessary.
4. Call 911.
5. Fight incipient fires without endangering life.
6. Take roll.
7. Notify Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
8. Notify utility companies of a break or suspected break.

9. The school principal will direct further action as required.
10. Student and staff should not return to the school until the School Administrator and the Fire Department officials declare the area safe.

B. THREAT OF EXPLOSION

1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING**.
2. Following procedures 4, 5, 6, 7, 9, 11, 12, and 13 under “Explosion” above.

Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a bear, snake, dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

- Call 911.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures.

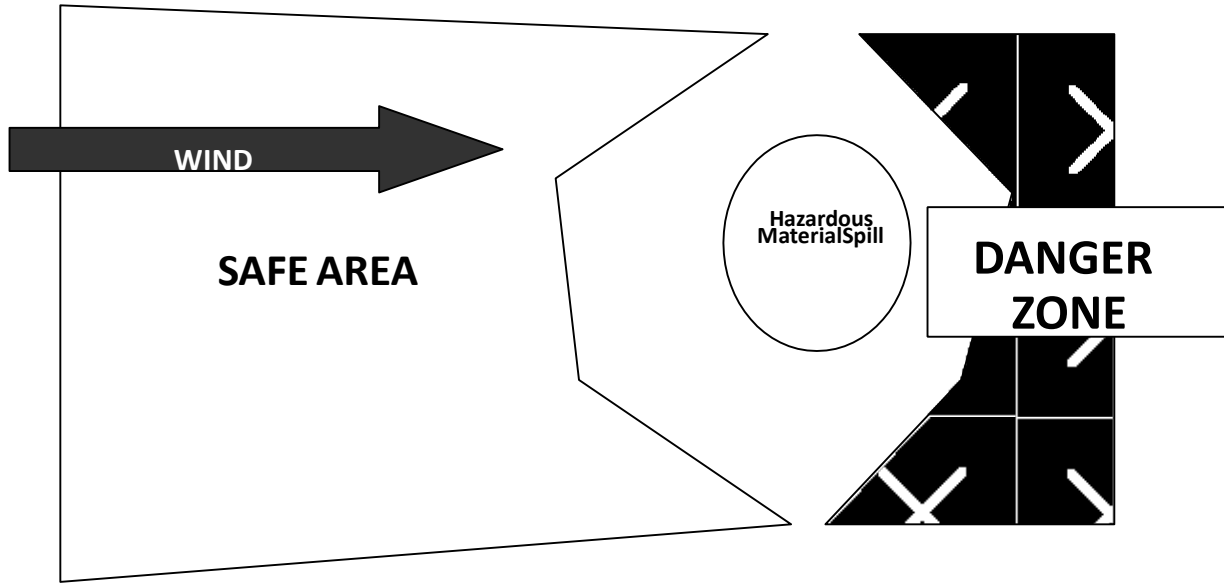
HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline Lacquer Thinner
- Solvents Paint

- Motor Oil Agricultural Spray
- Diesel Fuel Paint Thinner
- Kerosene Stain Anti-Freeze
- Airborne Gases/Fumes Brake Fluid

If the spill is too great to handle, contact the District Office at (209) 392-0200.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, or upstream if possible.**

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.

- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify the District Office

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at (831) 217-4880. The cleanup will be coordinated through a designated contractor.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - Call 911.
 - Contact school office to report incident and any persons injured or trapped.
- If no buildings are in endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from building as appropriate. Maintain control of students and take roll and complete accountability report.
- If evacuated, wait for instructions from principal or designee.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1
- If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:
 - Date, time, and exact location of the release

○ Name and telephone number of persons reporting the release

- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

FALLEN AIRCRAFT

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call 911
- Notify Superintendent or Assistant Superintendent.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with students and keep them calm.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check the room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with transportation to help transport evacuees.
- Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
[Evacuation Map – Gilroy Prep](#)

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
[Hayward Collegiate](#)

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Hollister Prep

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Watsonville Prep

8. FULL TEXT OF MANDATED POLICIES

CHILD ABUSE AND NEGLECT REPORTING

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect have been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. In addition, school site employees will confidentially inform the site Principal that a report has been made. Support Office employees will confidentially inform their supervisor.

Navigator will provide annual training on mandated reporting requirements. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

(This policy is found in the Employee Handbook.)

NAVIGATOR SCHOOLS HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

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

Moreover, Navigator Schools will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, independent contractor or other person with which Navigator Schools does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Navigator Schools will promptly and thoroughly investigate any complaints of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Navigator Schools.

Navigator Schools is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, ○ Sexual battery ○ Molestation
 - Attempts to commit these assaults
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Bullying

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

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Navigator Schools.

*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

- A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
- Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of discrimination, intimidation, harassment, and bullying or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

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

Navigator Schools prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Navigator Schools, the Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Principal or administrative designee

determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying are maintained in a secure location.

Right of Appeal

Should the reporting individual find the Principal's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook.

SCHOOL DISCIPLINE

Navigator Behavioral Systems

In a diverse school, norms in behavior vary from family to family. In order to fairly expect appropriate behavior, staff must directly teach what behaviors are expected from students. Clear and consistent school-wide behavior expectations are presented to staff, students, and the community that focus on sustaining desired behaviors. The Navigator "Graduate Aims" behavior matrix outlines the behavior expectations for specific locations that students rotate throughout during a given day. Students are taught the expected behaviors using a direct instruction approach of explain, model, and practice. Reminders and prompts and/or corrections are used to reinforce expected behaviors using the following school behavioral and social emotional learning systems: The Values matrix, PBIS rewards system, Behavior referral system (done in Infinite Campus), use of restorative practices, Second Step.

BEHAVIORAL CHALLENGES and POSSIBLE CONSEQUENCES

Behavior	Definition and examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Arson	<i>Student plans and/or participates in malicious burning of property</i>	N/A	N/A	Saturday School Restorative practice Parent shadow Formal Behavior plan Behavior Contract Character building project (Alternate placement) Alternate placement Suspension Expulsion

Attendance	<i>Student is absent from or is late to school (with/without excusal)</i>	Auto calls Phone call home	Parent meeting Truancy letter sent home Middle School 4 tardies/absenc	Attendance contract SART meeting Saturday School
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			es = After school detention Citizenship grade affected	
Bullying	<i>A distinctive pattern of repeatedly and deliberately creating an intimidating or hostile educational environment</i> Reference bullying in student handbook.	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Restorative Project Stay away agreement Behavior Contract Parent shadow Loss of privileges (ie: school events)	Saturday School Alternate placement Suspension Expulsion
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity Administrator Managed

<p>Confrontation/Defensive</p>	<p><i>To engage verbally face to face in an inappropriate way. Anxious to challenge or avoid criticism</i></p>	<p>Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation</p>	<p>Parent meeting After school Detention Loss of Recess Student is sent to buddy a buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>Saturday School Parent shadow MTSS Referral Behavior Contract Alternate placement</p>
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<p>Defiance / Non-compliance</p>	<p><i>Student engages in defiance and failure to follow directions or talks back.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent Meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>MTSS Referral Character building project (Alternate placement) Parent shadow Behavior Contract Alternate placement Saturday School</p>
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<p>Disrespect</p>	<p><i>Student delivers socially rude messages to adults or students.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>Parent shadow MTSS Referral Behavior Contract Alternate placement Character building project (Alternate placement) Saturday School</p>
<p>Disruption</p>	<p><i>Student engages in inappropriate disruption (ie. talking out of turn, disruptive noises).</i></p>	<p>Student is redirected Warning Non-verbal Cues Reflection sheet</p>	<p>Parent meeting After school Detention Loss or Recess Student is sent to buddy class Student is placed in a</p>	<p>Saturday School MTSS referral Parent shadow Behavior Contract</p>
		<p>Restorative Conversation Phone call home</p>	<p>different spot in the room</p>	<p>Character building project (Alternate placement) Alternate placement</p>

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Dress code	<i>Student arrives at school out of dress code (refer to parent handbook)</i>	Parent called to bring appropriate attire	Middle school 4 out of dress code = After school detention	
Drugs/Alcohol/Vape	<i>Student is in possession, has consumed, or is selling an illegal substance or possession of paraphernalia</i>	N/A	Restorative Conversation After school detention Character building project (Alternate placement)	Saturday School Parent shadow Behavior Contract Alternate placement Law enforcement involvement Suspension Expulsion
Gang Activity	<i>Student engages in gang related behaviors (ie. wearing or</i>	Phone call home Warning	Parent meeting Loss of privileges (example:	Saturday School Parent shadow

	<i>displaying gang apparel, writing graffiti, making gestures or signs)</i>	Reflection sheet	field trips, school events, etc.) After school detention Community service	Behavior contract Character building project (Alternate placement) Pay to replace or repair damaged property
Impulsive	<i>Acting or done without forethought of consequences</i>	Student is redirected Warning Student is placed in a different spot in the room	Loss of privileges (ie: field trips, school events, etc.) Reflection sheet Phone call home Loss of Recess	Parent meeting Detention Community project Parent shadow Change to defiant (tier 2)
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>

Inappropriate Display of Affection	<i>Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to</i>	Student is redirected Warning Student is placed in a	Parent meeting Stay away agreement Loss of privileges	Saturday School Parent shadow Behavior Contract
	<i>another student/adult</i>	different spot in the room Reflection sheet Phone call home	(example: school events) Restorative Conversation	Alternate placement Suspension Expulsion
Inappropriate Language	<i>Student engages in an instance of inappropriate language.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Loss of Recess Community service project Loss of privileges (ie: Ipad)	If continued use of inappropriate language refer to disrespect tier 3
Low to no work completion	<i>Little to no work done in an appropriate time frame</i>	Student is redirected		

DRESS CODE

DRESS FOR SUCCESS

All students are expected to follow the Navigator dress code every day. The dress code consists of black bottoms [Navy bottoms worn at HPS K-5] (pants, shorts, dress, skirt, or skorts) and the Navigator spirit wear or alternate color polo shirt. During cold weather, students may wear the Navigator spirit wear sweatshirt and/or a navy-blue jacket or plain navy-blue sweatshirt or jacket. Gloves and scarves can be worn but must be Navigator colors. Any additional clothing must be white or navy including stockings or undershirts. Students should also wear closed toe athletic shoes. Sandals are not safe or appropriate for school. Dressing for success includes pants worn appropriately and not sagging.

If a student arrives at school, out of dress code, the parent/guardian will be contacted and will be asked to bring a change of clothes for their child. Rain boots and rain jackets can be worn on rainy days.

PARENT OPT-OUT PROVISION FOR SCHOOL UNIFORM POLICY

Consistent with California Education Code Section 35183, the school shall:

1. Provide written notice to parents/guardians of the adopted uniform policy.
2. Inform parents/guardians of their right to choose not to have their child comply with the uniform policy.
3. Establish a simple opt-out process, which may include written notification to the school administration.
4. Ensure that no student shall be penalized academically, disciplined, or otherwise discriminated against for exercising the opt-out option.
5. Maintain respect for religious beliefs, cultural practices, medical needs, and disability-related accommodations in the implementation of any dress code.

Students who are opted out shall be required to adhere to the general dress code standards regarding safety, appropriateness, and non-disruption, as outlined in district policy.

NAVIGATOR SCHOOLS

CONSOLIDATED FINANCIAL REPORTS

YEAR ENDED JUNE 30, 2025

OPERATING:

GILROY PREP - 1278

HOLLISTER PREP - 1507

WATSONVILLE PREP - 2032

HAYWARD COLLEGIATE - 2027

NAVIGATOR SCHOOLS
CONSOLIDATED FINANCIAL REPORTS
YEAR ENDED JUNE 30, 2025

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SECTION A

Consolidated Financial Statements

NAVIGATOR SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NAVIGATOR SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

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WE ARE AN INDEPENDENT MEMBER OF
THE GLOBAL ADVISORY
AND ACCOUNTING NETWORK

**AUDIT
AND
ASSURANCE**

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Navigator Schools

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Navigator Schools (Navigator), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Navigator as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are required to be independent of Navigator and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 10 to the consolidated financial statements, the June 30, 2024 consolidated financial statements have been restated to correct a misstatement. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Navigator's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

To the Board of Directors
Navigator Schools

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Navigator's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Navigator's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

To the Board of Directors
Navigator Schools

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on Navigator's consolidated financial statements as a whole. The accompanying schedules of instructional time, average daily attendance and reconciliation of annual financial and budget report with audited consolidated financial statements and consolidating statements of financial position, activities and cash flows are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by the audit requirements of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with *GAAS and Government Auditing Standards*. In our opinion, the supplementary information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Information

Management is responsible for the other information. The other information comprises the charter school organization structure but does not include the consolidated financial statements and our auditors' report thereon. Our opinion on the consolidated financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the consolidated financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated March 13, 2026 on our consideration of Navigator's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on Navigator's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Navigator's internal control over financial reporting and compliance.

Green Hasson & Janks LLP

March 13, 2026
Los Angeles, California

NAVIGATOR SCHOOLS**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**
June 30, 2025**ASSETS****CURRENT ASSETS:**

Cash and Cash Equivalents	\$ 5,481,204
Accounts Receivable	3,471,274
Prepaid Expenses and Other Assets	<u>543,360</u>

TOTAL CURRENT ASSETS

9,495,838

OTHER ASSETS:

Property and Equipment (Net)	17,295,028
Right-Of-Use Asset - Finance Leases	580,262
Right-of-Use Asset - Operating Leases	<u>19,002,477</u>

TOTAL OTHER ASSETS36,877,767**TOTAL ASSETS**\$ 46,373,605**LIABILITIES AND NET ASSETS****CURRENT LIABILITIES**

Accounts Payable and Accrued Liabilities	\$ 4,176,919
Deferred Revenue	393,786
Notes Payable	4,086,746
Lease Liability - Finance Leases	118,690
Lease Liability - Operating Leases	<u>311,001</u>

TOTAL CURRENT LIABILITIES

9,087,142

LONG-TERM LIABILITIES

Notes Payable	11,095,978
Lease Liability - Finance Leases	464,900
Lease Liability - Operating Leases	<u>20,594,107</u>

TOTAL LONG-TERM LIABILITIES32,154,985**TOTAL LIABILITIES**

41,242,127

NET ASSETS

Without Donor Restrictions	<u>5,131,478</u>
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TOTAL NET ASSETS5,131,478**TOTAL LIABILITIES AND NET ASSETS**\$ 46,373,605

The Accompanying Notes are an Integral Part of These Consolidated Financial Statements

NAVIGATOR SCHOOLS**CONSOLIDATED STATEMENT OF ACTIVITIES**
June 30, 2025

	<u>Total</u>
WITHOUT DONOR RESTRICTIONS	
REVENUES:	
State Revenue:	
State Apportionment	\$ 16,094,040
Other State Revenue	8,340,327
Federal Revenue:	
Grants and Entitlements	4,882,073
Local Revenue:	
In-Lieu Property Tax Revenue	6,215,730
Contributions	1,852,444
Other Revenue	<u>364,274</u>
 TOTAL REVENUES	 37,748,888
 EXPENSES:	
Program Services	31,389,668
Management and General	8,248,605
Fundraising	<u>16,953</u>
 TOTAL EXPENSES	 <u>39,655,226</u>
 CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS:	
 CHANGE IN NET ASSETS	 (1,906,338)
Net Assets - Beginning of Year (Restated)	<u>7,037,816</u>
 NET ASSETS - END OF YEAR	 <u><u>\$ 5,131,478</u></u>

The Accompanying Notes are an Integral Part of These Consolidated Financial Statements

NAVIGATOR SCHOOLS**CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES**
Year Ended June 30, 2025

	Program Services	Management and General	Fundraising	Eliminations	Total Expenses
Salaries and Wages	\$ 17,906,109	\$ 3,590,105	\$ -	\$ -	\$ 21,496,214
Pension Expense	1,593,835	415,401	-	-	2,009,236
Other Employee Benefits	2,712,596	635,434	-	-	3,348,030
Payroll Taxes	818,737	197,817	-	-	1,016,554
Management Fees	478,851	-	-	-	478,851
Professional Fees	2,967	531,394	-	-	534,361
Instructional Materials	503,428	5,827	-	-	509,255
Other Fees for Services	5,530,845	439,803	-	(3,057,535)	2,913,113
Advertising and Promotion Expenses	18,783	34,764	-	-	53,547
Office Expenses	389,916	99,170	-	-	489,086
Information Technology Expenses	1,019,901	139,638	-	-	1,159,539
Occupancy Expenses	2,586,544	838,003	-	(1,357,107)	2,067,440
Travel Expenses	116,435	327,930	-	-	444,365
Interest Expense	15,390	794,725	-	-	810,115
Depreciation Expense	119,088	127,228	-	-	246,316
Insurance Expense	128,442	16,181	-	-	144,623
Fundraising	-	-	16,953	-	16,953
Other Expenses	1,862,443	55,185	-	-	1,917,628
<i>SUBTOTAL</i>	35,804,310	8,248,605	16,953	(4,414,642)	39,655,226
Eliminations	(4,414,642)	-	-	4,414,642	-
<i>TOTAL FUNCTIONAL EXPENSES</i>	<i>\$ 31,389,668</i>	<i>\$ 8,248,605</i>	<i>\$ 16,953</i>	<i>\$ -</i>	<i>\$ 39,655,226</i>

The Accompanying Notes are an Integral Part of These Consolidated Financial Statements

NAVIGATOR SCHOOLS**CONSOLIDATED STATEMENT OF CASH FLOWS**
June 30, 2025**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in Net Assets	\$ (1,906,338)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	246,316
(Increase) Decrease in Assets:	
Accounts Receivable	682,653
Prepaid Expenses and Other Assets	483,645
Right-Of-Use Asset - Finance Leases	74,484
Right-of-Use Asset - Operating Leases	383,475
Increase (Decrease) in Liabilities:	
Accounts Payable and Accrued Liabilities	3,338,779
Deferred Revenue	(166,240)
Lease Liability - Operating Leases	<u>(41,816)</u>

NET CASH PROVIDED BY OPERATING ACTIVITIES 3,094,958

CASH FLOWS USED IN INVESTING ACTIVITY:

Purchases of Property and Equipment (7,363,809)

CASH FLOWS FROM FINANCING ACTIVITIES:

Proceeds from Notes Payable	13,322,784
Repayments of Notes Payable	(7,046,514)
Borrowings on Lease Liability - Finance Leases	<u>(71,156)</u>

NET CASH PROVIDED BY FINANCING ACTIVITIES 6,205,114

CHANGE IN CASH AND CASH EQUIVALENTS 1,936,263

Cash and Cash Equivalents - Beginning of Year 3,544,941

CASH AND CASH EQUIVALENTS - END OF YEAR \$ 5,481,204

SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:

Cash Paid for Interest \$ 732,968

SUPPLEMENTAL DISCLOSURE OF NON-CASH INVESTING AND FINANCING ACTIVITIES

Increase in Right-Of-Use Assets - Operating Leases	(6,382,839)
Increase in Lease Liability - Operating Leases	6,382,839
Increase in Right-Of-Use Assets - Finance Leases	(624,143)
Increase in Lease Liability - Finance Leases	624,143

The Accompanying Notes are an Integral Part of These Consolidated Financial Statements

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) NATURE OF ACTIVITIES

Navigator Schools is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. The mission of Navigator Schools is to develop students who are proficient or advanced on the California state standards test and to prepare them to excel in college and the workplace.

Navigator Schools is funded principally through state of California public education monies received through the California Department of Education (CDE). The charters may be revoked by the sponsors for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Navigator Schools Support Corporation (Support Corporation) is a California nonprofit public benefit corporation created to receive philanthropic donations to support Navigator Schools' operations and programs.

407 Main Street, LLC (LLC) was created for the exclusive purpose to hold title to property and provide real estate leases to Navigator Schools. The LLC is a single member limited liability company, where the Support Corporation is the sole member.

(b) PRINCIPLES OF CONSOLIDATION

The consolidated financial statements include the accounts of Navigator Schools, Support Corporation and its subsidiary, LLC. All significant intercompany accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter collectively referred to as "Navigator".

(c) BASIS OF PRESENTATION

The accompanying consolidated financial statements have been prepared on the accrual method of accounting.

NAVIGATOR SCHOOLS**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**
June 30, 2025**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)**(d) NET ASSETS**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

- **Net Assets Without Donor Restrictions.** Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.
- **Net Assets With Donor Restrictions.** We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. There were no net assets with donor restrictions at June 30, 2025.

(e) CASH AND CASH EQUIVALENTS

Navigator has defined cash and cash equivalents as cash in bank and short-term, liquid investments with original maturities of three months or less at the time of purchase. Navigator does not recognize a reserve for expected losses related to its money market funds as management has concluded there is no risk of non-payment.

(f) ACCOUNTS RECEIVABLE

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025, which is recorded based on amounts to be primarily awarded from by CDE which are, in turn, based on the average daily attendance (ADA) of students. The amounts to be awarded are subject to change based on the availability of funds from the State of California. As a result, differences may occur when accruals are estimated because the exact amounts are not available at the time of the accrual. Any changes are recorded in the period that they are estimable.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) ACCOUNTS RECEIVABLE (continued)

The carrying value of accounts receivable, net of the allowance for doubtful accounts, represents their estimated net realizable value. The allowance for doubtful accounts is estimated based on historical collection trends, the age of outstanding amounts due from federal, state and local governments and existing economic conditions. If events or changes in circumstances indicate that specific due from federal, state and local government balances may be impaired, further consideration is given to the collectability of those balances and the allowance is adjusted accordingly past due balances are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2025, Navigator has not established any allowance for doubtful accounts.

(h) PROPERTY AND EQUIPMENT

Property and equipment are recorded at cost at the date of acquisition if purchased or at estimated fair value at the date of donation if donated. Depreciation is computed using the straight-line basis over the estimated useful lives of the related assets. The estimated useful lives are as follows:

Buildings and Improvements	2-30 Years
Furniture and Equipment	5 - 7 Years

Expenditures for repairs and maintenance are charged to expense as incurred while renewals and betterments are capitalized. Property and equipment are capitalized if the cost of an asset is greater than or equal to \$5,000 and the useful life is greater than one year.

(i) LONG-LIVED ASSETS

Navigator reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the book value of the assets may not be recoverable. An impairment loss is recognized when the sum of the undiscounted future cash flows is less than the carrying amount of the asset, in which case a write-down is recorded to reduce the related asset to its estimated fair value. No impairment losses were recognized on long-lived assets during the year ended June 30, 2025.

(j) REVENUE RECOGNITION

Navigator recognizes revenue when cash, other assets or an unconditional promise to give are received. Navigator reports unconditional promises as restricted support if they are received with donor stipulations that limit the use of the donated assets. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return, are not recognized until the conditions on which they depend have been met.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(j) REVENUE RECOGNITION (continued)

Revenue from government contracts and grants may be conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Such grants are generally considered nonreciprocal transactions restricted by the awarding agencies for certain purposes.

Amounts received are recognized as revenue when Navigator has satisfied the specific performance requirements, if any, or incurred expenditures in compliance with specific contract or grant provisions, if applicable. Navigator has elected to adopt a policy whereby donor-restricted grants, whose restrictions are met in the same reporting period, are recognized as revenue without donor restrictions. Amounts received prior to incurring qualifying expenditures or fulfilling the specific performance obligations are reported as deferred revenue in the consolidated statement of financial position.

(k) INCOME TAXES

Navigator Schools and the Support Corporation are exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701(d). There is no unrelated taxable income and, accordingly, no provision for income taxes has been recorded.

The LLC is considered disregarded and therefore, exempt from the payment of income taxes. Additionally, the LLC has been granted exemption from the California state LLC fee under the California Revenue and Taxation Code.

In accordance with the Financial Accounting Standards Board's Accounting Standards Codification Topic No. 740, *Uncertainty in Income Taxes*, Navigator recognizes the impact of tax positions in the consolidated financial statements if that position is more likely than not to be sustained on audit, based on the technical merits of the position. During the year ended June 30, 2025, the Navigator performed an evaluation of uncertain tax positions and did not note any matters that would require recognition in the consolidated financial statements or which might have an effect on its tax-exempt status.

(l) LEASES

Navigator recognizes and measures its leases in accordance with Financial Accounting Standards Board (FASB) ASC 842, *Leases*. Navigator is a lessee in several operating leases and finance leases for facilities and equipment (see Note 7). Navigator determines if an arrangement is a lease, or contains a lease, at inception of a contract and when the terms of an existing contract are changed. Navigator recognizes a lease liability and a right-of-use (ROU) lease asset at the commencement date of the lease. The lease liability is initially and subsequently recognized based on the present value of its future lease payments. Variable payments are included in the future lease payments when those variable payments depend on an index or a rate. The discount rate is the implicit rate if it is readily determinable or otherwise Navigator uses the risk free rate. The implicit rates of Navigator's leases are not readily determinable and accordingly, Navigator uses the risk-free rate based on the commencement date of the lease.

NAVIGATOR SCHOOLS**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**
June 30, 2025**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)**(l) LEASES** (continued)

The ROU lease asset is subsequently measured throughout the lease term at the amount of the re-measured lease liability (i.e., present value of the remaining lease payments), plus unamortized initial direct costs, plus (minus) any prepaid (accrued) lease payments, less the unamortized balance of lease incentives received, and any impairment recognized. Lease cost for lease payments is recognized on a straight-line basis over the lease term.

Navigator has elected, for all underlying classes of assets, to not recognize ROU lease assets and lease liabilities for short-term leases that have a lease term of 12 months or less at lease commencement, and do not include an option to purchase the underlying asset that Navigator is reasonably certain to exercise. Navigator recognizes lease cost associated with short-term leases on a straight-line basis over the lease term.

(m) FUNCTIONAL ALLOCATION OF EXPENSES

Costs of providing Navigator's programs and other activities have been presented in the consolidated statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited by a method that best measures the relative degree of benefit.

(n) USE OF ESTIMATES

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts of assets, liabilities, revenues and expenses as of the date and for the period presented. Accordingly, actual results could differ from those estimates.

(o) SUBSEQUENT EVENTS

Navigator evaluated events and transactions occurring subsequent to the consolidated statement of financial position date of June 30, 2025, for items that should potentially be recognized or disclosed in these consolidated financial statements. The evaluation was conducted through March 13, 2026, the date these consolidated financial statements were available to be issued. Except as noted in Note 5, no such material events or transactions were noted to have occurred

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 2 - PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2025 are as follows:

Buildings and Improvements	\$ 9,302,405
Furniture and Equipment	712,259
Construction in Progress	<u>9,190,154</u>
TOTAL	19,204,818
Less: Accumulated Depreciation	<u>(1,909,790)</u>
TOTAL PROPERTY AND EQUIPMENT (NET)	<u>\$ 17,295,028</u>

Depreciation expense was \$246,316 for the year ended June 30, 2025.

Total estimated additional cost to complete the construction in progress projects was approximately \$2,228,000 as of June 30, 2025. The projects are expected to be complete in Spring 2026.

NOTE 3 - NEW MARKET TAX CREDIT FUNDING AND NOTES PAYABLE

The New Market Tax Credit (NMTC) program is a federal subsidy program for economic development of depressed areas. The NMTC program is designed to stimulate the flow of investment capital into underserved areas by providing tax credit investment in a 'low-income community', which is claimed over a seven-year credit allowance period.

During the year ended June 30, 2021, Navigator, USB NMTC Fund 2020-6, LLC, Twain Financial Partners, and Low Income Investment Fund (LIFF) entered into a NMTC transaction to fund the rehabilitation, renovation and construction of improvements to the leased premises at 407 Main Street, to house the Watsonville Charter School facility. At that time, USB NMTC Fund 2020-6, LLC made an equity investment in the amount of \$1,599,500 into the Twain Investment Fund 504, LLC (the Fund). LIFF made a leverage loan to the Fund in the amount of \$4,664,242. The fund used the proceeds from the equity investment and the loan and made an equity investment into Civic Builders Sub-CDE 17, LLC.

The LLC received a direct loan from LIFF in the amount of \$1,545,758 and two loans from Civic Builders Sub-CDE 17, LLC in the amount of \$4,664,242 (Civic Loan A) and \$1,215,758 (Civic Loan B), respectively.

Additionally, in January 2021, Pacific Charter School Development made a loan in the amount of \$1,400,000 to Navigator, which in turn made an investment into the LLC in the amount of \$1,614,841.

On January 26, 2028, the end of the seven-year NMTC term, Navigator has an option exercise the Investment Fund Put and Call Agreement.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 3 - NEW MARKET TAX CREDIT FUNDING AND NOTES PAYABLE (continued)

Following is the summary of the notes payable under the NMTC Program at June 30, 2025:

Note Payable - Civic Loan Note A, Interest at 5.0995% Per Annum, Interest Only Quarterly Payments Partially in Arrears and in Advance, Thereafter Final Payment of All Outstanding Principal and Interest Due on Maturity, Maturing December 31, 2027	\$ 4,632,341
Note Payable - Civic Loan Note B, Interest at 5.0995% Per Annum, Interest Only Quarterly Payments Partially in Arrears and in Advance until March 2028, Thereafter Installments of Principal and Interest Quarterly Partially in Arrears and in Advance, Maturing January 1, 2051	1,215,758
Note Payable - Low Income Investment Fund (LIIF), Interest at 5.75% Per Annum, Interest Only Payments Monthly in Arrears until December 31, 2023, Thereafter Installments of Principal and Interest Quarterly in Arrears, Maturing December 31, 2027	1,504,810
Note Payable - Blueprint (Formerly known as Pacific Charter School Development Inc or PCSD), Interest at 2.5% Per Annum, Interest Only Payments Monthly, Maturing December 31, 2027 when Balloon Principal Payment is Due	1,400,000

The notes payable related to the NMTC transaction contain various financial and reporting covenants.

Navigator also has the following other notes payable at June 30, 2025:

Prop 51 Fund Loan:

In 2025, Navigator received funding from the State of California through the California Charter School Facilities State Prop 51 Program for new construction and rehabilitation projects to Gilroy Prep School campus. The terms of the agreements provide that 50% of the Prop 51 funding consists of a grant, and the remaining 50% is a local match which will be repaid to the State as a loan. Navigator began receiving the funds in 2025 and is not required to make repayments on the loan until after one full year of the facilities being open. At that point, it is expected that the loan portion will be repaid over a 30-year period. The construction was completed in Fall 2025. As of June 30, 2025, the total outstanding loan was \$2,340,260.

Promissory Note with Charter Fund, Inc.:

In August 2024, Navigator obtained a subordinated promissory note from Charter Fund, Inc.(CSGF) up to the amount of \$887,500, which is convertible to charitable grant contingent upon Navigator meeting certain performance requirements on or prior to November 30, 2025. The loan bears an interest rate of 1% per annum and payable on November 30, 2025 if determined that Navigator did not meet such requirements. The outstanding balance on the CSGF Loan as of June 30, 2025 is \$887,500. The loan was subsequently forgiven by CSGF on November 24, 2025.

NAVIGATOR SCHOOLS**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**
June 30, 2025**NOTE 3 - NEW MARKET TAX CREDIT FUNDING AND NOTES PAYABLE** (continued)**Line of Credit:**

Navigator has a secured revolving line of credit (LOC), secured by the assignment of state payments per credit agreement, in the amount of \$9,000,000, at a variable interest rate of the larger of Term Secured Overnight Financing Rate (Term SOFR) rate plus 2.5%, or 4.50% per annum and due June 2026. The outstanding balance on the line of credit as of June 30, 2025 is \$3,172,668. At June 30, 2025 Term SOFR was 4.45%.

The line of credit contains various covenants, which were not met as of June 30, 2025. Navigator is in the process of obtaining the formal waiver.

Future maturities under notes payable at June 30, 2025 are as follows:

Year Ended June 30

2026	\$ 4,086,746
2027	26,578
2028	7,497,871
2029	28,828
2030	30,326
Thereafter	<u>3,482,988</u>
TOTAL	<u>\$ 15,153,337</u>

Interest expense for the year ended June 30, 2025 was \$810,115.

NOTE 4 - FINANCE AND OPERATING LEASES

Navigator leases buildings and other facilities which are accounted for as operating leases. The operating leases expire on various dates through June 2051. Some of these leases have renewal options. Leases with an initial term of 12 months or less, which are not expected to be renewed beyond one year, are not recorded on the statement of financial position and are recognized as lease expense on a straight-line basis over the lease term. As of June 30, 2025, Navigator recognized \$19,002,477 of ROU assets (net) and \$20,905,108 of related lease liabilities for contracts that are classified as operating leases.

Navigator leases certain equipment, which are accounted for as finance leases. The finance leases expire at various dates through March 17, 2030. As of June 30, 2025, Navigator recognized \$580,262 of ROU assets from finance leases and \$583,590 of related lease liabilities for contracts that are classified as finance leases.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 4 - FINANCE AND OPERATING LEASES (continued)

Lease cost was as follows for the year ended:

	June 30, 2025
Operating Lease Costs	\$ 2,651,979
Amortization of ROU	43,880
Interest on Lease Liabilities	8,709
Total Lease Cost	\$ 2,704,568
 Other Information:	
Weighted-Average Remaining Lease Term -	
Operating Leases	24.71 years
Finance Leases	4.63 years
Weighted-Average Discount Rate -	
Operating Leases	3.79%
Weighted-Average Discount Rate - Finance Leases	3.44%

Maturities of lease liabilities as of June 30, 2025 are as follows:

Year Ending June 30	Operating Leases	Finance Leases	Total
2026	\$ 1,088,661	\$ 139,920	\$ 1,228,581
2027	1,113,589	139,920	1,253,509
2028	1,100,416	139,920	1,240,336
2029	1,124,860	139,920	1,264,780
2030	1,149,865	79,000	1,228,865
Thereafter	27,516,752	-	27,516,752
Total Lease Payments	33,094,143	638,680	33,732,823
Less: Interest	(12,189,035)	(55,090)	(12,244,125)
TOTAL	20,905,108	583,590	21,488,698
Less: Current Portion	(311,001)	(118,690)	(429,691)
LONG TERM LEASE LIABILITY	\$ 20,594,107	\$ 464,900	\$ 21,059,007

Navigator (Watsonville) leases a facility from the LLC. Total rental income and rental expense of \$1,357,107 were eliminated in the consolidated financial statements.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 5 - FACILITIES USE AGREEMENTS

Navigator has various facilities use agreements. Navigator (Gilroy Prep) signed a facility use agreement with the Gilroy Unified School District. The agreement carries a term that coincides with Navigator's charter. The agreement does not require Navigator to pay a lease amount for the use of the property, but instead Navigator pays a supervisory oversight fees at 3% of Navigator's general-purpose entitlement and categorical block grants. The supervisory oversight fees recorded for the year ended June 30, 2025 were \$195,753.

Navigator (Hollister Prep) signed a facility agreement with Hollister Unified School District starting July 1, 2013, which requires Navigator to pay 3% of Hollister Prep School's general purpose entitlement and categorical block grants. The supervisory oversight fees recorded for the year ended June 30, 2025 were \$183,874.

NOTE 6 - EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under a multiemployer defined benefit pension plan maintained by agencies of the state of California.

The risks of participating in this multiemployer defined benefit pension plan is different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if Navigator chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. Navigator has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

Navigator Schools contributes to the State Teachers' Retirement System (STRS), a cost - sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024, total STRS plan net assets were \$341 billion, the total actuarial present value of accumulated plan benefits was \$482 billion, contributions from all employers totaled \$8.6 billion, and the plan was 77% funded. Navigator Schools did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS June 30, 2025

NOTE 6 - EMPLOYEE RETIREMENT (continued)

State Teachers' Retirement System (STRS) (continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. Navigator Schools is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Navigator is required to contribute 19.10% of annual payroll for active plan members for STRS during the year ended June 30, 2025.

Navigator School's contributions to STRS for the past three years are as follows:

Year Ending June 30	<u>Required Contribution</u>	<u>STRS Percent Contributed</u>
2023	\$ 1,361,986	100%
2024	\$ 1,641,915	100%
2025	\$ 1,816,466	100%

NOTE 7 - CHARTER MANAGEMENT ORGANIZATION

Navigator charges CMO fees of \$3,057,535 to each charter for management services performed during the year. Navigator (Gilroy Prep) paid CMO fees of \$934,139 for the year ended June 30, 2025. Navigator (Hollister Prep) paid CMO fees of \$857,969 for the year ended June 30, 2025. Navigator (Watsonville Prep) paid CMO fees of \$889,834 for the year ended June 30, 2025. Navigator (Hayward Collegiate) paid CMO fees of \$375,593. These fees were eliminated in the consolidated financial statements.

NOTE 8 - CONTINGENCIES, RISKS AND UNCERTAINTIES

(a) CONTRACTS

Navigator has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes that any required reimbursement would not be material.

(b) LEGAL PROCEEDINGS

In the ordinary course of conducting its business, Navigator becomes involved in various claims or proceedings. Some of these proceedings may result in judgments being assessed against Navigator which, from time to time, may have an impact on changes in net assets. Navigator does not believe that these proceedings, individually or in the aggregate, are material to the accompanying consolidated financial statements.

NAVIGATOR SCHOOLS

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2025

NOTE 9 - LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

The total financial assets held by Navigator at June 30, 2025 and the amounts of those financial assets that could be made available for general expenditures within one year of the date of the consolidated statement of financial position are summarized in the following table:

Financial Assets at June 30, 2025	
Cash and Cash Equivalents	\$ 5,481,204
Accounts Receivable	<u>3,471,274</u>
FINANCIAL ASSETS AVAILABLE TO MEET GENERAL EXPENDITURES WITHIN ONE YEAR	<u>\$ 8,952,478</u>

Navigator regularly monitors liquidity required to meet its operating needs and other contractual commitments while also striving to maximize the investment of its available funds. As part of Navigators liquidity management, the School structures its financial assets to be available and liquid as its general expenditures, liabilities and other obligations become due.

NOTE 10 - PRIOR PERIOD ADJUSTMENT

During the year ended June 30, 2025, Navigator identified misstatements in certain balances as of June 30, 2024, including accounts receivable, accounts payable, deferred revenue and contributions that were incorrectly stated at June 30, 2024. Accordingly, the beginning net assets as of July 1, 2024, were restated to \$7,037,816 from \$5,308,381 as previously reported in the prior year consolidated financial statements. In addition, the change in net assets for the year ended June 30, 2024 was restated to a decrease of \$1,795,304 from \$3,524,739 as previously reported in the prior year consolidated financial statements.

NAVIGATOR SCHOOLS

SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

NAVIGATOR SCHOOLS

SCHEDULE OF INSTRUCTIONAL TIME Year Ended June 30, 2025

	Requirement	Actual	Tranditional Calendar Days	Status
Gilroy Prep:				
Transitional Kindergarten	36,000	54,740	180	In Compliance
Kindergarten	36,000	57,530	180	In Compliance
Grade 1	50,400	59,010	180	In Compliance
Grade 2	50,400	59,010	180	In Compliance
Grade 3	50,400	60,200	180	In Compliance
Grade 4	54,000	60,200	180	In Compliance
Grade 5	54,000	60,200	180	In Compliance
Grade 6	54,000	59,940	180	In Compliance
Grade 7	54,000	60,178	180	In Compliance
Grade 8	54,000	59,753	180	In Compliance
Hollister Prep:				
Kindergarten	36,000	59,340	180	In Compliance
Grade 1	50,400	58,990	180	In Compliance
Grade 2	50,400	58,990	180	In Compliance
Grade 3	50,400	58,990	180	In Compliance
Grade 4	54,000	58,990	180	In Compliance
Grade 5	54,000	58,990	180	In Compliance
Grade 6	54,000	63,200	180	In Compliance
Grade 7	54,000	63,200	180	In Compliance
Grade 8	54,000	63,200	180	In Compliance
Watsonville Prep:				
Transitional Kindergarten	36,000	57,480	180	In Compliance
Kindergarten	36,000	57,480	180	In Compliance
Grade 1	50,400	58,670	180	In Compliance
Grade 2	50,400	58,670	180	In Compliance
Grade 3	50,400	58,670	180	In Compliance
Grade 4	54,000	58,670	180	In Compliance
Grade 5	54,000	62,255	180	In Compliance
Grade 6	54,000	62,255	180	In Compliance
Grade 7	54,000	62,255	180	In Compliance
Hayward Collegiate				
Transitional Kindergarten	36,000	58,720	180	In Compliance
Kindergarten	36,000	66,160	180	In Compliance
Grade 1	50,400	59,860	180	In Compliance
Grade 2	50,400	59,860	180	In Compliance
Grade 3	50,400	61,660	180	In Compliance
Grade 4	54,000	61,660	180	In Compliance
Grade 5	54,000	61,660	180	In Compliance
Grade 6	54,000	61,660	180	In Compliance

See Independent Auditor's Report

NAVIGATOR SCHOOLS

SCHEDULE OF AVERAGE DAILY ATTENDANCE
Year Ended June 30, 2025

	Second Period Report				Annual Report			
	Classroom Based(Original)	Audit Adjustment	Classroom Based(Adjusted)	Total	Classroom Based	Audit Adjustment	Classroom Based(Adjusted)	Total
Gilroy Prep:								
K-3	272.18	-	272.18	272.18	271.78	-	271.78	271.78
Grades 4-6	171.29	-	171.29	171.29	171.01	-	171.01	171.01
Grades 7-8	112.10	-	112.10	112.10	111.87	-	111.87	111.87
ADA Totals	555.57	-	555.57	555.57	554.66	-	554.66	554.66
Hollister Prep:								
K-3	224.12	1.94	226.06	226.06	225.65	-	225.65	225.65
Grades 4-6	170.33	(0.08)	170.25	170.25	170.02	-	170.02	170.02
Grades 7-8	114.29	0.92	115.21	115.21	114.93	-	114.93	114.93
ADA Totals	508.74	2.78	511.52	511.52	510.60	-	510.60	510.60
Watsonville Prep:								
TK/K-3	250.25	-	250.25	250.25	251.58	-	251.58	251.58
Grades 4-6	151.51	-	151.51	151.51	152.00	-	152.00	152.00
Grades 7-8	53.92	-	53.92	53.92	53.69	-	53.69	53.69
ADA Totals	455.68	-	455.68	455.68	457.27	-	457.27	457.27
Hayward Collegiate								
TK/K-3	128.81	-	128.81	128.81	130.65	-	130.65	130.65
Grades 4-6	96.07	-	96.07	96.07	96.58	-	96.58	96.58
ADA Totals	224.88	-	224.88	224.88	227.23	-	227.23	227.23

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NAVIGATOR SCHOOLS

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
Year Ended June 30, 2025**

	Gilroy Prep	Hollister Prep	Watsonville	Hayward Collegiate
June 30, 2025 Annual Financial Report Fund Balances (Net Assets/Deficit)	\$ 4,221,676	\$ 2,111,088	\$ 1,043,779	\$ (406,212)
Adjustments and Reclassifications:				
Increase (Decrease) of Fund Balance (Net Assets/Deficit):				
Cash	731,451	1,315,976	121,929	(1,982,545)
Accounts Receivable	(394,676)	(1,727,061)	(639,337)	(11,519)
Related-Party Receivables	-	-	-	-
Prepaid Expenses and Other Assets	(26,190)	(27,410)	(26,518)	(9,963)
Property and Equipment (Net)	(205,317)	20,096	44,796	492,753
Right-of-Use Asset - Operating Leases	92,214	110,966	6,536,278	(392,717)
Accounts Payable and Accrued Liabilities	(141,862)	(36,598)	(436,308)	5,268,125
Related-Party Payables	-	-	(60,600)	(3,321,168)
Notes Payable, Current Portion	(28,869)	(32,842)	(58,573)	(78,387)
Deferred Revenue	164,177	77,100	(109,810)	25,999
Long-Term Liabilities	(93,401)	(108,341)	(6,970,925)	9,161
NET ADJUSTMENTS AND RECLASSIFICATION	97,526	(408,115)	(1,599,069)	(261)
JUNE 30, 2025 AUDITED FINANCIAL FUND BALANCES (NET ASSETS/DEFICIT)	4,319,202	1,702,973	(555,290)	(406,473)

See Independent Auditor's Report

NAVIGATOR SCHOOLS

**SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
Year Ended June 30, 2025**

Federal Grantor / Pass-Through Grantor Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Gilroy Prep	Hollister Prep	Watsonville Prep	Hayward Collegiate	Total
U.S. Department of Education								
Pass-Through Program from California Department of Education:								
Every Child Succeeds Act, Part A								
Title I, Basic Grants:Low-Income and Neglected	84.010	14329		\$ 76,130	\$ 102,142	\$ 126,932	\$ 41,324	\$ 346,528
Title II, Improving Teacher Quality	84.367	14341		13,113	13,922	15,957	5,795	48,787
Title III, Limited English Proficiency	84.365	14346		24,728	28,702	34,443	-	87,873
Title IV, Student Support and Academic Enrichment	84.358	14356		10,000	10,000	10,000	10,000	40,000
Total Every Child Succeeds Act:				123,971	154,766	187,332	57,119	523,188
Special Education Cluster - IDEA Basic Local Assistance	84.027	13379		87,893	86,916	73,570	33,041	281,420
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):								
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	-	1,011	-	-	1,011
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	8,116	137,505	192,122	-	337,743
Expanded Learning Opportunities (ELO) Grant: ESSER III								
State Reserve, Emergency Needs	84.425U	15620	COVID-19	-	3,776	2,646	-	6,422
Expanded Learning Opportunities (ELO) Grant: ESSER III								
State Reserve, Learning Loss	84.425U	15621	COVID-19	-	19,931	6,542	-	26,473
Total Coronavirus Aid, Relief, and Economic Security Act				8,116	162,223	201,310	-	371,649
<i>Total U.S. Department of Education</i>				219,980	403,905	462,212	90,160	1,176,257
U.S. Department of Agriculture								
Pass-Through Program from California Department of Education:								
School Breakfast Program	10.553	N/A		45,869	-	43,702	26,256	115,827
National School Lunch Program	10.555	N/A		185,894	-	195,405	97,447	478,746
Total Child Nutrition Cluster				231,763	-	239,107	123,703	594,573
<i>Total U.S. Department of Agriculture</i>				231,763	-	239,107	123,703	594,573
Total Federal Expenditures				\$ 451,743	\$ 403,905	\$ 701,319	\$ 213,863	\$ 1,770,830

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NAVIGATOR SCHOOLS

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS Year Ended June 30, 2025

Notes to Schedule of Expenditure of Federal Awards:

1. The Consolidating Schedule of Expenditures of Federal Awards - The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Navigator Schools under programs of the federal government for the year ended June 30, 2025. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of Navigator Schools, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of Navigator Schools. Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
2. Indirect Cost Rate - Navigator has not elected to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.
3. Navigator Schools is exempt from income taxations under Internal Revenue Code Section 501(c)(3) and California Code Section 23701d.

See Independent Auditor's Report

NAVIGATOR SCHOOLS

CONSOLIDATING STATEMENT OF FINANCIAL POSITION
June 30, 2025

ASSETS	Navigator Schools							407 Main St, LLC	Eliminations	Total
	CMO	Gilroy PREP	Hollister Prep	Watsonville Prep	Hayward Collegiate	Eliminations	Total			
CURRENT ASSETS:										
Cash and Cash Equivalents	\$ 1,895,567	\$ 752,206	\$ 1,315,976	\$ 1,016,957	\$ -	\$ -	\$ 4,980,706	\$ 500,498	\$ -	\$ 5,481,204
Accounts Receivable	-	610,011	784,383	1,060,687	1,009,185	-	3,464,266	7,008	-	3,471,274
Related-Party Receivables	5,751,446	-	-	-	-	(3,447,166)	2,304,280	-	(2,304,280)	-
Prepaid Expenses and Other Assets	43,689	123,734	141,409	156,673	70,644	-	536,149	7,211	-	543,360
TOTAL CURRENT ASSETS	7,690,702	1,485,951	2,241,768	2,234,317	1,079,829	(3,447,166)	11,285,401	514,717	(2,304,280)	9,495,838
OTHER ASSETS:										
Deferred Rent Asset	-	-	-	-	-	-	-	1,872,821	(1,872,821)	-
Property and Equipment (Net)	114,682	6,231,934	117,958	608,545	2,321,877	-	9,394,996	7,900,032	-	17,295,028
Right-of-Use Asset - Finance Leases	36,494	144,456	163,208	172,874	63,230	-	580,262	-	-	580,262
Right-of-Use Asset - Operating Leases	69,221	-	-	29,780,468	3,515,067	-	33,364,756	8,440,513	(22,802,792)	19,002,477
TOTAL OTHER ASSETS	220,397	6,376,390	281,166	30,561,887	5,900,174	-	43,340,014	18,213,366	(24,675,613)	36,877,767
TOTAL ASSETS	\$ 7,911,099	\$ 7,862,341	\$ 2,522,934	\$ 32,796,204	\$ 6,980,003	\$ (3,447,166)	\$ 54,625,415	\$ 18,728,083	\$ (26,979,893)	\$ 46,373,605
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES										
Accounts Payable and Accrued Liabilities	\$ 1,030,588	\$ 995,199	\$ 582,114	\$ 1,138,988	\$ 363,545	\$ -	\$ 4,110,434	\$ 66,485	\$ -	\$ 4,176,919
Related-Party Payables	65,398	-	-	60,600	3,321,168	(3,447,166)	-	2,304,280	(2,304,280)	-
Deferred Revenue	-	62,663	73,917	229,032	28,174	-	393,786	-	-	393,786
Deficit Investment in Subsidiary	2,577,240	-	-	-	-	-	2,577,240	-	(2,577,240)	-
Notes Payable, Current Portion	4,060,168	-	-	-	-	-	4,060,168	26,578	-	4,086,746
Lease Liabilities - Finance Leases	7,731	28,869	32,842	36,612	12,636	-	118,690	-	-	118,690
Lease Liabilities - Operating Leases	33,576	-	-	223,361	65,751	-	322,688	147,548	(159,235)	311,001
TOTAL CURRENT LIABILITIES	7,774,701	1,086,731	688,873	1,688,593	3,791,274	(3,447,166)	11,583,006	2,544,891	(5,040,755)	9,087,142
LONG-TERM LIABILITIES										
Notes Payable	-	2,340,260	-	-	-	-	2,340,260	8,755,718	-	11,095,978
Lease Liabilities - Finance Leases	29,074	116,148	131,088	137,750	50,840	-	464,900	-	-	464,900
Lease Liabilities - Operating Leases	36,258	-	-	31,525,151	3,544,362	-	35,105,771	10,004,714	(24,516,378)	20,594,107
TOTAL LONG-TERM LIABILITIES	65,332	2,456,408	131,088	31,662,901	3,595,202	-	37,910,931	18,760,432	(24,516,378)	32,154,985
TOTAL LIABILITIES	7,840,033	3,543,139	819,961	33,351,494	7,386,476	(3,447,166)	49,493,937	21,305,323	(29,557,133)	41,242,127
NET ASSETS (DEFICIT)										
Without Donor Restrictions	71,066	4,319,202	1,702,973	(555,290)	(406,473)	-	5,131,478	(2,577,240)	2,577,240	5,131,478
TOTAL NET ASSETS (DEFICIT)	71,066	4,319,202	1,702,973	(555,290)	(406,473)	-	5,131,478	(2,577,240)	2,577,240	5,131,478
TOTAL LIABILITIES AND NET	\$ 7,911,099	\$ 7,862,341	\$ 2,522,934	\$ 32,796,204	\$ 6,980,003	\$ (3,447,166)	\$ 54,625,415	\$ 18,728,083	\$ (26,979,893)	\$ 46,373,605

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NAVIGATOR SCHOOLS

CONSOLIDATING STATEMENT OF ACTIVITIES
June 30, 2025

	Navigator Schools							407 Main St, LLC	Eliminations	Total
	CMO	Gilroy PREP	Hollister Prep	Watsonville Prep	Hayward Collegiate	Eliminations	Total			
WITHOUT DONOR RESTRICTIONS										
REVENUES:										
State Revenue:										
State Apportionment	\$ -	\$ 3,343,214	\$ 4,264,507	\$ 6,679,331	\$ 1,806,988	\$ -	\$ 16,094,040	\$ -	\$ -	\$ 16,094,040
Other State Revenue (Expense)	(34,136)	3,751,854	1,099,333	2,681,903	841,373	-	8,340,327	-	-	8,340,327
Federal Revenue:										
Grants and Entitlements	3,111,243	451,743	403,905	701,319	213,863	-	4,882,073	-	-	4,882,073
Local Revenue:										
In-Lieu Property Tax Revenue	-	3,327,442	1,847,148	-	1,041,140	-	6,215,730	-	-	6,215,730
Contributions	1,297,937	169,798	141,517	132,301	110,891	-	1,852,444	-	-	1,852,444
Gain from Subsidiary	177,662	-	-	-	-	-	177,662	-	(177,662)	-
Other Revenue (Expense)	3,280,646	-	-	21,764	(44)	(3,057,535)	244,831	1,476,550	(1,357,107)	364,274
TOTAL REVENUES	7,833,352	11,044,051	7,756,410	10,216,618	4,014,211	(3,057,535)	37,807,107	1,476,550	(1,534,769)	37,748,888
EXPENSES:										
Program Services	-	9,940,492	9,291,816	11,410,569	5,161,433	(3,057,535)	32,746,775	-	(1,357,107)	31,389,668
Management and General	6,949,717	-	-	-	-	-	6,949,717	1,298,888	-	8,248,605
Fundraising	-	16,953	-	-	-	-	16,953	-	-	16,953
TOTAL EXPENSES	6,949,717	9,957,445	9,291,816	11,410,569	5,161,433	(3,057,535)	39,713,445	1,298,888	(1,357,107)	39,655,226
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	883,635	1,086,606	(1,535,406)	(1,193,951)	(1,147,222)	-	(1,906,338)	177,662	(177,662)	(1,906,338)
Net Assets (Deficit) - Beginning of Year (Restated)	(812,569)	3,232,596	3,238,379	638,661	740,749	-	7,037,816	(2,754,902)	2,754,902	7,037,816
NET ASSETS - END OF YEAR	\$ 71,066	\$ 4,319,202	\$ 1,702,973	\$ (555,290)	\$ (406,473)	\$ -	\$ 5,131,478	\$ (2,577,240)	\$ 2,577,240	\$ 5,131,478

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NAVIGATOR SCHOOLS

CONSOLIDATING STATEMENT OF CASH FLOWS
June 30, 2025

	Navigator Schools						407 Main St, LLC	Eliminations	Total	
	CMO	Gilroy PREP	Hollister Prep	Watsonville Prep	Hayward Collegiate	Eliminations				Total
CASH FLOWS FROM OPERATING ACTIVITIES										
Change in Net Assets	\$ 883,635	\$ 1,086,606	\$ (1,535,406)	\$ (1,193,951)	\$ (1,147,222)	\$ -	\$ (1,906,338)	\$ 177,662	\$ (177,662)	\$ (1,906,338)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by (Used in) Operating										
Depreciation	11,307	28,892	29,516	993	59,687	-	130,395	115,921	-	246,316
Change In Deficit Investment in Subsidiary	(177,660)	-	-	-	-	-	(177,660)	-	177,660	-
(Increase) Decrease in Assets:										
Accounts Receivable	698,266	428,775	667,819	216,206	(257,427)	(1,056,571)	697,068	(14,415)	-	682,653
Prepaid Expenses and Other Assets	(4,314)	159,440	43,306	112,170	180,254	-	490,856	(7,211)	-	483,645
Deferred Rent Asset	-	-	-	-	-	-	-	(526,607)	526,607	-
Right-Of-Use Asset - Finance Leases	4,055	38,206	9,687	19,209	3,327	-	74,484	-	-	74,484
Right-of-Use Asset - Operating Leases	26,954	(52,242)	(21,639)	729,935	87,486	-	770,494	203,741	(590,760)	383,475
Increase (Decrease) in Liabilities:										
Accounts Payable and Accrued Liabilities	(3,672,808)	1,617,370	2,221,352	1,103,617	1,068,470	1,056,571	3,394,572	(55,793)	-	3,338,779
Deferred Revenue	(8,774)	(164,177)	(77,100)	109,810	(25,999)	-	(166,240)	-	-	(166,240)
Lease Liability - Operating Leases	(26,340)	52,242	21,639	(108,106)	(40,397)	-	(100,962)	(5,009)	64,155	(41,816)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	(2,265,679)	3,195,112	1,359,174	989,883	(71,821)	-	3,206,669	(111,711)	-	3,094,958
CASH FLOWS FROM INVESTING ACTIVITIES:										
Purchases of Property and Equipment	(82,667)	(4,766,254)	(49,760)	(603,682)	(1,861,446)	-	(7,363,809)	-	-	(7,363,809)
NET CASH USED BY INVESTING ACTIVITIES	(82,667)	(4,766,254)	(49,760)	(603,682)	(1,861,446)	-	(7,363,809)	-	-	(7,363,809)
CASH FLOWS FROM FINANCING ACTIVITIES:										
Proceeds from Notes Payable	10,751,735	2,340,260	-	-	-	-	13,091,995	230,789	-	13,322,784
Repayments of Notes Payable	(6,691,567)	-	-	(276,987)	(46,198)	-	(7,014,752)	(31,762)	-	(7,046,514)
Borrowings on Lease Liability - Finance Leases	(3,744)	(37,645)	(8,965)	(17,721)	(3,081)	-	(71,156)	-	-	(71,156)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	4,056,424	2,302,615	(8,965)	(294,708)	(49,279)	-	6,006,087	199,027	-	6,205,114
CHANGE IN CASH AND CASH EQUIVALENTS	1,708,078	731,473	1,300,449	91,493	(1,982,546)	-	1,848,947	87,316	-	1,936,263
Cash and Cash Equivalents - Beginning of Year	187,489	20,733	15,527	925,464	1,982,546	-	3,131,759	413,182	-	3,544,941
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 1,895,567</u>	<u>\$ 752,206</u>	<u>\$ 1,315,976</u>	<u>\$ 1,016,957</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,980,706</u>	<u>\$ 500,498</u>	<u>\$ -</u>	<u>\$ 5,481,204</u>

See Independent Auditor's Report

NAVIGATOR SCHOOLS

OTHER INFORMATION

YEAR ENDED JUNE 30, 2025

NAVIGATOR

ORGANIZATION STRUCTURE Year Ended June 30, 2025

Navigator Schools operates Gilroy Prep School, Hollister Prep School, Watsonville Prep School and Hayward Collegiate. Navigator Schools is a California nonprofit public benefit corporation and is organized to manage and operate public, charter schools.

Navigator Schools began serving students at Gilroy Prep in August 2011 and the charter school is sponsored by the Gilroy Unified School District. Gilroy Prep charter school number authorized by the state: 1278.

Navigator Schools began serving students at Hollister Prep in August 2013 and the charter school is sponsored by the Hollister Unified School District. Hollister Prep charter school number authorized by the state: 1507.

Navigator Schools began serving students at Watsonville Prep in August 2019 and the charter school is sponsored by the State Board of Education - Watsonville Prep. Watsonville Prep charter school number authorized by the state: 2032.

Navigator Schools began serving students at Hayward Collegiate in August 2021 and the charter school is sponsored by Alameda County Office of Education. Hayward Collegiate charter school number authorized by the state: 2027.

a. Members of the Board of Directors:

Name	Title	Term Expiration
Nora Crivello	Board Chair	June 30, 2026
Ian Connell	Board Vice Chair	June 30, 2026
Chuck Daggs	Member	June 30, 2027
Claire Grissom	Member	June 30, 2026
Shara Hegde	Member	June 30, 2027
Nina Rosete	Member	June 30, 2026
Jan Mazyck	Member	June 30, 2026
Anthony Di Vittorio	Member	June 30, 2026

b. Administrators:

Chief Executive Officer: Caprice Young
 Chief Financial Officer: Noel Russel-Unterberger

SECTION B

Independent Auditor's Report on State Compliance
and on Internal Control Over Compliance



WE ARE AN INDEPENDENT MEMBER OF
THE GLOBAL ADVISORY
AND ACCOUNTING NETWORK

**AUDIT
AND
ASSURANCE**

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE

Board of Directors
Navigator Schools

Report on Compliance

Opinion

We have audited Navigator Schools (Navigator) compliance with the requirements in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the School's state program requirements identified below for the year ended June 30, 2025.

In our opinion, Navigator complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Navigator and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of Navigator's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Navigator's state programs.

Auditor's Responsibilities for the Audit Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on Navigator's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect a material misstatement when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to below is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Navigator's compliance with the requirements of the state programs as a whole.

Board of Directors
Navigator Schools

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Navigator’s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances;
- Obtain an understanding of the School’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Navigator’s compliance with the state laws and regulations applicable to the items below.

2024-25 K12 Audit Guide Procedures	Procedures Performed*
School Districts, County Offices of Education, and Charter Schools:	
T. Proposition 28 Arts and Music in Schools	Yes
U. After/Before School Education and Safety Program	Not Applicable
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study-Course Based	Not Applicable
Z. Immunizations	Not Applicable
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunities Grant	Yes**
CZ. Career Technical Education Incentive Grant	Not Applicable
DZ. Expanded Learning Opportunities Program	Yes
EZ. Transitional Kindergarten	Yes
FZ. Kindergarten Continuance	Yes
Charter Schools:	
AA. Attendance	Yes
BB. Mode of Instruction	Yes
CC. Nonclassroom-Based Instruction/Independent Study	Not Applicable
DD. Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
EE. Annual Instructional Minutes - Classroom Based	Yes
FF. Charter School Facility Grant Program	Yes***

*“Not Applicable” is used in the table above to indicate that Navigator either did not receive program funding or did not otherwise operate the program during the fiscal year.

** Only applied to Hollister Prep and Watsonville Prep

*** Only applied to Hayward Collegiate and Watsonville Prep

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
Navigator Schools

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying Schedule of Findings and Questioned Costs as item 2025-1 and 2025-2. Our opinion is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the Navigator's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. Navigator's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Green Hasson & Janks LLP

March 13, 2026
Los Angeles, California

NAVIGATOR SCHOOLS

SCHEDULES OF FINDINGS AND QUESTIONED COSTS June 30, 2025

SECTION I - SCHEDULE OF AUDITOR'S FINDINGS

Current year audit findings identified below have been coded as follows:

<u>Five Digit Code</u>	<u>Finding Type</u>
30000	Internal Control
40000	State Compliance

- **2025 - 1: Attendance Reporting**

Hollister Prep - Charter Number 1507

Finding Code: 30000, 40000

Criteria: Pursuant to the provisions of Education Code section 47612 and title 5, California Code of Regulations, section 11960, an LEA shall have P2 and Annual reports of attendance submitted to the CDE supported by written contemporaneous records that document all pupil attendance included in the charter school's ADA calculations.

Condition: ADA submitted per the School's P-2 reports is not in line with attendance report from the School's Student Information System.

Effect: The School is not in compliance with Education code section 47612 and title 5, California Code of Regulations, section 11960.

Cause: Monitoring of attendance reporting was insufficient to catch any errors incurred during P-2 reporting process where the calendar setup in the student information system was incorrectly set up.

Impact on ADA, LCFF and Funding: The School under reported 2.78 of ADA on P-2 report. P-Annual was correctly reported. There is no estimated questioned cost.

Repeat Finding: No

Recommendation: We recommend that management strengthen its controls to ensure that all inputs are reviewed by a secondary employee.

View of Responsible Officials and Corrective Action Plan (Unaudited):

Management concurs with the attendance reporting finding and acknowledges that the monitoring process during P-2 reporting was insufficient to detect that the calendar setup for all the schools was misaligned in the student information system. In response, we will set up and align all school calendars to ensure accurate ADA reporting for each school. Additionally, management will provide an internal review and sign-off of all Student Information System (SIS) calendar configurations. ADA extracts will be prepared by one staff member and independently verified by a secondary reviewer before submission. We will add targeted training before each reporting period to ensure site and support office staff are equipped to accurately complete state attendance reporting requirements. Management will monitor the ongoing process and is committed to maintaining these improved controls to ensure accurate, compliant attendance reporting in future years.

NAVIGATOR SCHOOLS

SCHEDULES OF FINDINGS AND QUESTIONED COSTS June 30, 2025

SECTION I - SCHEDULE OF AUDITOR'S FINDINGS (continued)

- 2025 - 2: Transitional Kindergarten (TK) Early Enrollment - Average Class Enrollment**

Watsonville Prep - Charter Number 2032

Finding Code: 30000, 40000

Criteria: Pursuant to Education Code 48000.15 (e)(1) the average class enrollment for classes with early enrollment students should not exceed 20.

Condition: During TK early enrollment testing we identified two classrooms at Watsonville Prep that had early enrollment students assigned. When testing the average class enrollments for these classes, we noted that the average enrollment for each classroom tested exceeded the 20 student maximum.

Effect: The School is not in compliance with Education Code 48000.15(e)(1).

Cause: Monitoring of early enrollment students was insufficient to ensure the average class enrollment did not exceed 20.

Impact on ADA, LCFF and Funding: Questioned costs for Watsonville Prep totaled \$29,454. The questioned cost calculator is listed below:

Penalty Calculation for Schoolsite, Average TK Enrollment Exceeding 20. Education Code Section 48000.15(e)(1)(B)			
Line Number	Calculating the Cost of TK Early Enrollment Audit Finding	Instructions	Penalty Inputs and Penalty Amount
1	LEA P2 ADA for all classrooms with early enrollment children	Enter LEA's P-2 ADA for all TK classrooms with one or more early enrollment children	28
2	TK/K-3 GSA Rate	Use link on Instructions tab to locate FY TK/K-3 GSA rate.	1,043
3	Penalty	Calculated field	29,454

Repeat Finding: Yes

Recommendation: We recommend that management strengthen its controls to ensure average enrollment of class is continued monitored with compliance requirements.

View of Responsible Officials and Corrective Action Plan (unaudited):

Management concurs with Finding 2025 - 2 and acknowledges that it is a repeat finding in controls over monitoring TK class size ratios. The prior corrective action emphasized training but did not clearly assign accountability or create a structured process for coordination between enrollment staff and school offices, leading to misunderstandings of early TK ratios and classes exceeding the 20 student limit. To address this, management has designated a TK class size compliance lead, established procedures for pre-enrollment review and monthly roster checks, and implemented a tracking tool that reconciles SIS data, enrollment offers, and classroom rosters. With refreshed, role specific training and regular reporting to leadership, management is confident these steps will achieve and sustain full compliance with TK class size requirements.

NAVIGATOR SCHOOLS

SCHEDULES OF FINDINGS AND QUESTIONED COSTS June 30, 2025

SECTION II - SCHEDULE OF PRIOR AUDIT FINDINGS

2024 - 001: Internal Controls Relating to Financial Close and Reporting Process

Finding Code: 30000

Type of finding: Material weakness in internal controls over financial close and reporting process, related to adjustments made for revenue, accounts receivables, deferred revenue, cash, beginning net assets, and interest expenses.

Condition: Significant delays in completing and issuing the audit report due to the financial close and reporting process. A total of 11 adjustments were posted after the trial balance was received which were audit adjustments. The client also provided closing entries.

Status: Current year finding reported as 2025 - 3 in Section C.

2024 - 002: Expanded Learning Opportunities Program (ELOP) Registration Forms

Finding Code: 30000, 4000

Watsonville Prep - Charter Number 2032 and Hayward Collegiate - Charter Number 2027

Type of finding: Significant deficiency over the internal control to collect signed ELOP registration forms.

Condition: During ELOP testing, we selected a representative sample of students with submitted registration forms. We found that five out of the 48 students sampled did not have completed program registration forms. Of the incomplete forms, Watsonville Prep had one and Hayward Collegiate had four.

Status: Planned corrective action completed during the year ended June 30, 2025.

2024 - 003: Transitional Kindergarten (TK) Early Enrollment - Average Class Enrollment

Finding Code: 30000, 4000

Watsonville Prep - Charter Number 2032

Type of finding: Significant deficiency over the internal controls to monitor average class enrollment of classrooms with early enrollment TK students.

Condition: During TK early enrollment testing we identified two classrooms at Watsonville Prep that had early enrollment students assigned. When testing the average class enrollments for these classes, we noted that the average enrollment for each classroom tested exceeded the 20 student maximum.

Status: Current year finding reported as 2025 - 2.

SECTION C

REPORTS REQUIRED BY
TITLE 2 U.S. CODE OF FEDERAL REGULATIONS
(CFR) PART 200, UNIFORM ADMINISTRATIVE
REQUIREMENTS, COST PRINCIPLES, AND AUDIT
REQUIREMENTS FOR FEDERAL AWARDS
(UNIFORM GUIDANCE)

NAVIGATOR SCHOOLS

REPORTS REQUIRED BY
TITLE 2 U.S. CODE OF FEDERAL REGULATIONS
(CFR) PART 200, UNIFORM ADMINISTRATIVE
REQUIREMENTS, COST PRINCIPLES, AND AUDIT
REQUIREMENTS FOR FEDERAL AWARDS
(UNIFORM GUIDANCE)

YEAR ENDED JUNE 30, 2025

NAVIGATOR SCHOOLS

REPORTS REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)

YEAR ENDED JUNE 30, 2025

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WE ARE AN INDEPENDENT MEMBER OF
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AND ACCOUNTING NETWORK

**AUDIT
AND
ASSURANCE**

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
CONSOLIDATED FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Navigator Schools

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of Navigator Schools, which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statement of activities, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated March 13, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Navigator Schools' internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of Navigator Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Navigator Schools' internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of Navigator Schools' consolidated financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2025-3 to be a material weakness.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned cost as finding 2025-4 to be a significant deficiency.

To the Board of Directors
Navigator Schools

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Navigator Schools' consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Navigator Schools' Response to Findings

Navigator Schools' response to the findings identified in our audit is described in the accompanying schedule of questioned costs. Navigator Schools' response was not subjected to the auditing procedures applied in the audit of the consolidated financial statements, and, accordingly, we express no opinion on it.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Navigator Schools' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Green Hasson & Janks LLP

March 13, 2026
Los Angeles, California



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AND ACCOUNTING NETWORK

AUDIT
AND
ASSURANCE

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND
REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE
WITH THE UNIFORM GUIDANCE**

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Navigator Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Navigator Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Navigator Schools' major federal programs for the year ended June 30, 2025. Navigator Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Navigator Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of their major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Navigator Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Navigator Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Navigator Schools' federal programs.

To the Board of Directors
Navigator Schools

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Navigator Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Navigator Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Navigator Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Navigator Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Navigator Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2025 - 4. Our opinion on each major federal program is not modified with respect to these matters. *Government Auditing Standards* requires the auditor to perform limited procedures on Navigator Schools' response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Navigator Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response

To the Board of Directors
Navigator Schools

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2025-4 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed. *Government Auditing Standards* requires the auditor to perform limited procedures on Navigator's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Navigator's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Green Hasson & Janks LLP

March 13, 2026
Los Angeles, California

NAVIGATOR SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS Year Ended June 30, 2025

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weaknesses identified? Yes No
- Significant deficiencies identified? Yes None reported

Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major federal programs:

- Material weaknesses identified? Yes No
- Significant deficiencies identified? Yes None reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

Identification of major federal programs:

<u>ALN Number</u>	<u>Name of Federal Program or Cluster</u>
84.010	U.S. Department of Education, Pass-through State of California Department of Education: Title I, Basic Grants: Low-Income and Neglected
10.553/10.555	U.S. Department of Agriculture, Pass-through State of California Department of Education: Child Nutrition Cluster: School Breakfast Program and National School Lunch Program

Dollar threshold used to distinguish between type A and type B programs \$750,000

Auditee qualified as a low-risk auditee? Yes No

NAVIGATOR SCHOOLS**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2025****SECTION II - FINANCIAL STATEMENTS FINDINGS****Finding 2025 - 3: Internal Controls Related to Financial Closing and Reporting Process****Finding Code: 30000**

Type of Finding: Material weakness in internal control over financial closing and reporting process related to the current year closing as well as adjustments to prior period reported balances.

Criteria: Management is responsible for ensuring accounts reported on the consolidated statement of financial statements are reconciled with current year activities, and are complete and accurate, and balances and activities are properly stated in the correct period in accordance with U.S. GAAP

Condition and Context: During the current year audit, we identified that certain accounts receivable and other liability balances were written off and recognized in the current year; however, these amounts pertained to prior reporting periods. Similarly, we also noted that reconciliations for current year end balances had not been completed accurately on a timely basis. Navigator experienced turnover in its accounting team that contributed to some of these issues. As a result, audit adjustments were required to properly record the activity in the appropriate period and correct the related misstatements.

Cause: The issues identified were primarily attributable to inaccurate recording of account balances throughout the fiscal year, combined with insufficient technical accounting review of general ledger accounts as part of the year-end closing process.

Effect or Potential Effect: An accumulated audit adjustment of \$1,729,435 was required to correct prior period net assets. Additionally, the completion of the current year audit was significantly delayed. Absent timely detection and correction, similar errors could result in material misstatements and inaccurate financial reporting.

Repeat finding: Yes.

Recommendation: We recommend that management strengthen internal controls over the financial reporting and year-end closing process to ensure that all general ledger accounts are accurately recorded throughout the fiscal year and properly reconciled to current-year activity at year end. This should include the timely preparation and review of account reconciliations, investigation and resolution of reconciling items, and retention of adequate supporting documentation for all material balances.

Views of Responsible Officials and Planned Corrective Action (unaudited): Management concurs with Finding 2025 - 3 and recognizes that it represents a repeat material weakness in the financial close and reporting process. To address this, we have engaged a qualified back office service provider to perform core accounting functions, streamline our close procedures, and strengthen management review of key reports and reconciliations. These changes are designed to ensure that monthly and year-end closes are completed accurately, on time, and with clear accountability. Management is fully committed to sustaining this partnership and the enhanced controls it supports so that our financial reporting remains timely, accurate, and reliable going forward.

NAVIGATOR SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS Year Ended June 30, 2025

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

Finding 2025 - 4: Internal Controls Related to Review and Approval of Timecards

Finding Code: 30000

Assistance Listing Number: 84.010

Federal Agency: U.S. Department of Education

Pass-Through Entity: California State Department of Education

Federal Program: Title I, Basic Grants: Low-Income and Neglected

Type of Finding: Significant deficiencies in internal control over compliance related to employee timecards monitoring process.

Criteria: Per 2 CFR §200.430, charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal control providing reasonable assurance that charges are accurate, allowable, and properly allocated.
- Be incorporated into the official records of the entity.
- Reasonably reflect total activity for which the employee is compensated.
- Be reviewed and approved by a responsible supervisory official.

Management is responsible for establishing and maintaining effective internal controls to ensure payroll costs charged to Federal awards are accurate, properly supported, and periodically monitored.

Condition and Context: During our testing of payroll expenditures charged to the Title I grant, we identified deficiencies in the timekeeping and monitoring process. Specifically, for 4 of the 40 employee timecards tested, management was unable to locate the original timecards reflecting documented supervisory approval. As a result, evidence of required review and approval was not available for those payroll expenditures.

Cause: Inconsistent implementation of review controls by management and insufficient oversight to ensure compliance with Uniform Guidance payroll documentation requirements.

Effect or Potential Effect: Payroll costs charged to the Federal award may not accurately reflect actual time worked on the program. While no material questioned costs were identified as a result of our testing, the control deficiencies increase the risk of future noncompliance.

Repeat finding: Not a repeat finding.

Recommendation: We recommend management develop and implement written policies and procedures for timekeeping and payroll allocation consistent with 2 CFR §200.430 and strengthen controls over the timecard review and approval controls.

NAVIGATOR SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS Year Ended June 30, 2025

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (continued)

Finding 2025 - 4: Internal Controls Related to Review and Approval of Timecards (continued)

Views of Responsible Officials and Planned Corrective Action (unaudited): Management concurs with Finding 2025 - 4 and acknowledges that controls over the review and approval of timecards for federally funded staff were not consistently applied. In response, we will reinforce timekeeping expectations, clarify roles, and ensure that policies and procedures are aligned with 2 CFR § 200.430. We will conduct targeted training for supervisors to reinforce expectations. Central office monitoring will now include quarterly internal audit reviews and follow-up, creating a continuous feedback loop that supports compliance. These enhancements reflect management's commitment to ensuring that payroll charges to federal programs are accurate, well supported, and reliably documented going forward.

SECTION IV - SUMMARY OF PRIOR YEAR AUDIT FINDINGS

There were no prior year audit findings.

March 13, 2026

Green Hasson & Janks LLP

700 S. Flower St., Suite 3300
Los Angeles, CA 90017

This representation letter is provided in connection with your audit of the consolidated financial statements of Navigator Schools ("Navigator"), which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements, for the purpose of expressing an opinion on whether the consolidated financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information such that, in the light of surrounding circumstances, there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

We confirm that to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of March 13, 2026:

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 11, 2025, for the preparation and fair presentation of the consolidated financial statements in accordance with U.S. GAAP.
- The consolidated financial statements referred to above have been fairly presented in accordance with U.S. GAAP and include all proper classifications, required supplementary information, and note disclosure.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of the system of internal control to prevent and detect fraud.
- The methods, data, and significant assumptions used by us in making accounting estimates and their related disclosures, are appropriate to achieve recognition, measurement, or disclosure that is reasonable in the context of U.S. GAAP.
- All related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.

- All events subsequent to the date of the consolidated financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the consolidated financial statements as a whole. A list of the uncorrected misstatements is attached to the communication with those charged with governance.
- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- We have complied with all contractual agreements, grants, and donor restrictions.
- We have maintained an appropriate composition of assets in amounts needed to comply with all donor restrictions.
- We have accurately presented Navigator’s position regarding taxation and tax-exempt status.
- The bases used for allocation of functional expenses are reasonable and appropriate.
- We have included in the consolidated financial statements all assets and liabilities under Navigator’s control.
- We have designed, implemented, and maintained adequate internal controls over the receipt and recording of contributions.
- Reclassifications between net asset classes are proper.
- Methods and significant assumptions used by management to determine fair values, their consistency in application, and the completeness and adequacy of fair value information for the consolidated financial statement measurement and disclosure purposes are appropriate.
- With respect to assistance with the preparation of the consolidated financial statements, supplementary information, schedule of expenditures of federal awards and related notes, completion of Part II of the Data Collection Form required to be submitted to the federal audit clearinghouse, preparation of informational tax returns, proposed adjusting or correcting journal entries to be reviewed and approved by the Organization’s management, assistance with lease calculation in accordance with Accounting Stand Codification (ASC) 842 - Leases, and general business consulting/advisory services as need , we have performed the following:
 - Made all management decisions and performed all management functions;
 - Assigned a competent individual to oversee the services;
 - Evaluated the adequacy of the services performed;
 - Evaluated and accepted responsibility for the result of the service performed; and
 - Established and maintained controls, including a process to monitor the system of internal control.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the consolidated financial statements, such as records, documentation, and other matters;
 - Additional information that you have requested from us for the purpose of the audit;
 - Unrestricted access to persons within the entity and others from whom you determined it necessary to obtain audit evidence;

- The consolidated financial statements and any other information included in the annual report are consistent with one another, and the other information does not contain any material misstatements.
- All transactions have been recorded in the accounting records and are reflected in the consolidated financial statements.
- We have provided to you our evaluation of Navigator’s ability to continue as a going concern, including significant conditions and events present, and we believe that our use of the going concern basis of accounting is appropriate.
- We have no knowledge of any fraud or suspected fraud that affect Navigator and involves:
 - Management;
 - Employees who have significant roles in internal control; or
 - Others when the fraud could have a material effect on the consolidated financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting Navigator’s consolidated financial statements communicated by employees, former employees, analysts, regulators, or others.
- We no knowledge of any noncompliance or suspected noncompliance with laws, regulations, contracts, and grant agreements whose effects should be considered when preparing consolidated financial statements.
- We have no knowledge of any instances that have occurred or are likely to have occurred of abuse that could be quantitatively or qualitatively material to the consolidated financial statements or other consolidated financial data significant to the audit objectives.
- We have no knowledge of any noncompliance or suspected noncompliance with laws, regulations, vendors (contractors), regulators, or others.
- We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the consolidated financial statements.
- We have disclosed to you the identity of all the Navigator’s related parties and the nature of all the related party relationships and transactions of which we are aware.
- We have a process to track the status of audit findings and recommendations
- Navigator is not in compliance with certain debt covenants but obtained waivers from Civic Builders, Blueprint and Low Income Investment Fund. Navigator is currently in the process of obtaining a waiver for their line of credit with East West Bank.
- With respect to the supplementary information, including the consolidated schedule of federal awards, consolidating statement of financial position, schedule of activities and cash flows, charter school specific schedules accompanying the consolidated financial statements:
 - We acknowledge our responsibility for the presentation of the supplementary information in accordance with U.S. GAAP and Uniform Guidance.
 - We believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP and Uniform Guidance.
 - The methods of measurement or presentation have not changed from those used in the prior period.

- We believe the following significant assumptions or interpretations underlying the measurement or presentation of the supplementary information, and the basis for our assumptions and interpretations, are reasonable and appropriate in the circumstances.
- When the supplementary information is not presented with the audited consolidated financial statements, management will make the audited consolidated financial statements readily available to the intended users of the supplementary information no later than the date of issuance by Navigator of the supplementary information and the auditor’s report thereon.

Single Audit

- With respect to federal awards, we represent the following to you:
 - We are responsible for understanding and complying with and have complied with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
 - We are responsible for the preparation and presentation of the schedule of expenditures of federal and non-federal awards in accordance with the Uniform Guidance.
 - We believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance.
 - As part of your audit, you have assisted with the preparation of the draft consolidated financial statements and related notes and the consolidated schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal and non-federal awards.
 - The methods of measurement or presentation have not changed from those used in the prior period.
 - We believe the significant assumptions or interpretations underlying the measurement or presentation of the consolidated schedule of expenditures of federal awards, and the basis for our assumptions and interpretations, are reasonable and appropriate in the circumstances.
 - We are responsible for including the auditor’s report on the consolidated schedule of expenditures of federal and non-federal awards in any document that contains the schedule and that indicates that the auditor has reported on such information.
 - We have identified and disclosed all of our government programs and related activities subject to the Uniform Guidance compliance audit.
 - When the consolidated schedule of expenditures of federal awards is not presented with the audited consolidated financial statements, we will make the audited consolidated financial statements readily available to the intended users of the schedule of expenditures of federal and non-federal awards no later than the date of issuance by Navigator of the schedule of expenditures of federal and non-federal awards and the auditor’s report thereon.

- We have, in accordance with the Uniform Guidance, identified in the consolidated schedule of expenditures of federal and non-federal awards, expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, food commodities, direct appropriations, and other assistance.
- We have provided to you our interpretations of any compliance requirements that are subject to varying interpretations.
- We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have identified and disclosed to you all amounts questioned and any known noncompliance with the direct and material compliance requirements of federal awards, including the results of other audits or program reviews or stated that there was no such noncompliance. We also know of no instances of noncompliance with direct and material compliance requirements occurring subsequent to the period covered by the auditor's report.
- We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared (and are prepared on a basis consistent with the schedule of expenditures of federal and non-federal awards).
- The copies of federal program financial reports provided to you are true copied of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have issued management decisions for audit findings that relate to federal awards we make to subrecipients, and such management decisions are issued within six months of acceptance of the audit report by the FAC. Additionally, we have followed-up ensuring that the subrecipients have taken the appropriate and timely action on all deficiencies detected through audits, on-site reviews, and other means that pertain to the federal award provided to the subrecipient from the pass-through entity.
- We have properly classified amounts claimed or used for matching in accordance with related guidelines in the Uniform Guidance, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.

- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- The reporting package does not contain personally identifiable information.
- We have disclosed all contracts or other agreements with service organizations and if applicable, have disclosed to you all communications from these service organizations relating to noncompliance at such organizations.
- We have reviewed, approved, and taken responsibility for the consolidated financial statements and related notes and an acknowledgment of the auditor's role in the preparation of the information.
- We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.
- We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major federal program; and we have complied with these direct and material compliance requirements.
- We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provide reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal award that could have a material effect on our federal programs. Also, no changes have been made in the internal over compliance or other factors that might significantly affect internal control, including all corrective action taken by management with regard to significant deficiencies and material weaknesses in internal control over compliance have occurred subsequent to the period covered by the auditor's report.
- We are responsible for and have accurately completed the appropriate sections of the Data Collection Form and we are responsible for taking corrective action on audit findings of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

Navigator Charter Schools:

- With respect to the compliance of Navigator's charter schools: Gilroy Prep, Hollister Prep, Watsonville Prep and Hayward Collegiate, in regard to the compliance requirements described in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel for the year ended June 30, 2025*, we represent the following to you:

- We confirm that we have provided you with the most recent average daily attendance (ADA) for the schools and no changes have been made subsequent to providing you the ADA.
- We acknowledge our responsibility for presenting the supplementary and other information, such as average daily attendance, instructional time, reconciliation of annual financial and budget report with audited consolidated financial statements and the schedule of charter schools organization structure as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in the California Code of Regulations (CCR5), Title 5, Section 19810* and the following consolidated statements of financial position, activities, and cash flows in content, are fairly presented in accordance with the U.S. GAAP. The methods of measurement and presentation of supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

DocuSigned by:

Caprice Young

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Caprice Young, Ed. D., Chief Executive Officer and Superintendent

Signed by:

Noël Russell-Unterburger

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Noël Russell-Unterburger, Chief Finance and Operations Officer

SUBLEASE AGREEMENT

THIS SUBLEASE AGREEMENT (this “**Sublease**”) is made and entered into as of the 16th day of March, 2026 by and between Citrus Springs Charter School, Inc., a California nonprofit public benefit corporation (“**Sublandlord**”) operating those certain charter schools known as Orange Springs Charter School and Citrus Springs Charter School, and Navigator Schools, a California nonprofit public benefit corporation (“**Subtenant**”), operating that certain charter school known as Orange County Prep.

WHEREAS, Orange Springs Facilities LLC, a California limited liability company, as landlord (“**Master Landlord**”), and Sublandlord, as tenant, entered into that certain Lease Agreement dated March 1, 2026 (as amended, the “**Master Lease**”), whereby Master Landlord leased to Sublandlord that certain real property located at 1821-1823 Grand Avenue, California, as more particularly described in the Master Lease and depicted on Exhibit A thereto (“**Master Premises**”), upon the terms and conditions contained therein. All capitalized terms used herein and not otherwise defined herein shall have the same meaning ascribed to them in the Master Lease. A copy of the Master Lease is attached hereto as Exhibit A and made a part hereof.

WHEREAS, Sublandlord and Master Landlord are financing the purchase of the Master Premises through the issuance of the California School Finance Authority (“**Authority**”) Charter School Revenue Bonds (Orange Springs Obligated Group) Series 2026A (the “**Series 2026A Bonds**”) and the California School Finance Charter School Revenue Bonds (Orange Springs Obligated Group) Series 2026B (Taxable) (the “**Series 2026B Bonds**” and, together with the Series 2026A Bonds, the “**Bonds**”) pursuant to an Indenture of Trust currently anticipated to be dated as of March 1, 2026 (the “**Indenture**”), by and between the Authority and U.S. Bank Trust Company, National Association, as trustee thereunder, and the Authority proposes to make a loan (the “**Loan**”) of the proceeds of the Series 2026 Bonds to Borrower, pursuant to the terms of a Loan Agreement, dated as of March 1, 2026 (the “**Loan Agreement**”; together with all other documents that are part of the closing transcript for the Bonds, the “**Bond Documents**”);

WHEREAS, Sublandlord and Subtenant are desirous of entering into a sublease of a portion of the Master Premises (“**Subleased Premises**”) on the terms and conditions hereafter set forth.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto mutually covenant and agree as follows:

1. **Demise.** Sublandlord hereby subleases to Subtenant and Subtenant hereby hires and subleases from Sublandlord the Subleased Premises, upon and subject to the terms, covenants and conditions hereinafter set forth all as shown on the attached Exhibit B and made a part hereof.

2. **Sublease Term.** The term of this Sublease (the “**Term**”) shall commence on the July 1, 2026 (“**Sublease Commencement Date**”), and shall end, unless sooner terminated pursuant to the terms hereof, on June 30, 2028 (the “**Sublease Expiration Date**”), In the event that Sublease Commencement Date does not occur by December 1, 2026, then either party hereto

may terminate this Sublease by delivery of written notice to the other party. If the Sublease is terminated pursuant to this Section, Sublandlord will refund to Subtenant all amounts paid to Sublandlord by Subtenant, including any Security Deposit and Rent, prior to, on or after the date this Sublease is fully executed by the Parties. Notwithstanding anything to the contrary contained herein, except to the extent expressly provided otherwise in this Sublease, the terms and conditions of this Sublease shall be effective as of the date of the mutual execution and delivery of this Sublease by Sublandlord and Subtenant.

3. Use. The Subleased Premises shall be used and occupied by Subtenant only as a public charter school and related office purposes, and in compliance with all present and future applicable federal, state and local laws, statutes, codes, ordinances, rules, regulations, permits and permit conditions, governmental approvals and conditions of any such approvals and covenants of record, , including, without limitation, zoning regulations and compliance with the Americans with Disabilities Act (ADA) and other state and local accessibility statutes (collectively, “**Applicable Requirements**”), and (ii) the Master Lease, and for no other purpose whatsoever. Subtenant may accommodate a maximum of 300 students on the Subleased Premises, serving grades TK/K through 8. Subtenant (i) represents and warrants that its intended use of the Subleased Premises complies and shall continue to comply with all Applicable Requirements, (ii) acknowledges that Subtenant has performed its own due diligence as to, and has assumed the risk of, the legality of use of the Subleased Premises for the uses permitted and contemplated hereunder, and that Subtenant has not relied upon any representation, warranty or other statement or assurance by, or on behalf of, Sublandlord or its representatives as to such legality (and that none of Subtenant nor its representatives have made any such representation, warranty or other statement or assurance hereunder or otherwise), (iii) acknowledges and agrees that the legality of the uses permitted and contemplated hereunder shall not constitute a condition (either precedent or subsequent) to the effectiveness of this Sublease and the performance of Subtenant’s obligations hereunder, and (iv) releases Sublandlord from any claims and/or liabilities arising out of or in connection with the compliance (or lack of compliance) of Subtenant’s use of the Subleased Premises with Applicable Requirements.

4. Rent.

(a) **Base Rental.** Beginning with the Sublease Commencement Date and thereafter during the Term of this Sublease and ending on the Sublease Expiration Date, Subtenant shall pay to Sublandlord monthly installments of base rent as set forth herein (“**Base Rent**”).

Months	Monthly Base Rent
1-12	\$64,525.54
13-24	\$64,563.43

(b) **Prorations.** If the Sublease Commencement Date is not the first (1st) day of a month, or if the termination date of this Sublease is not the last day of a month, a prorated installment of monthly Base Rent (based on the actual number of days in the applicable month) shall be paid for the fractional month during which the Term commenced or terminated.

(c) **Additional Rent.**

(i) Commencing on the Sublease Commencement Date, Subtenant shall pay to Sublandlord on a monthly basis (i.e., concurrently with the payment of Base Rent) or at such other times as required under the Master Lease, its proportionate share of all amounts payable by Sublandlord to Master Landlord under the Master Lease, other than Base Rent, which include without limitation, Real Property Taxes payable pursuant to Section 12 of the Master Lease. Subtenant's proportionate share shall be prorated on a square footage basis.

(ii) All amounts payable by Subtenant to Sublandlord under this Section 4(c) shall be referred to as "**Additional Rent.**" Base Rent and Additional Rent and all other sums due under this Sublease (including without limitation, late fees) shall hereinafter be collectively referred to as "**Rent.**"

(d) **Payment of Rent.** Except as otherwise specifically provided in this Sublease, Rent shall be payable in lawful money without demand, and without offset, counterclaim, or setoff in monthly installments, in advance, on the first day of each and every month during the Term of this Sublease. All of said Rent is to be paid to Sublandlord at its office at the following address:

27740 Jefferson Avenue
Temecula, CA 92590

or at such other place or to such agent and at such place as Sublandlord may designate by notice to Subtenant.

(e) **Late Charge.** If Subtenant fails to pay any Rent or other charges within five (5) days after the same are due, or fails to make any other payment for which Subtenant is obligated under this Sublease, then Subtenant shall pay to Sublandlord a late charge equal to five percent (5%) of the amount so payable. Subtenant acknowledges that late payments will cause Sublandlord to incur costs not contemplated by this Sublease, the exact amount of which costs are extremely difficult and impracticable to calculate. The parties agree that the late charge described above represents a fair and reasonable estimate of the extra costs incurred by Sublandlord as a result of such late payment. Such late charge shall not be deemed a consent by Sublandlord to any late payment, nor a waiver of Sublandlord's right to insist upon timely payments at any time, nor a waiver of any remedies to which Sublandlord is entitled hereunder. In addition, all amounts payable by Subtenant to Sublandlord hereunder, exclusive of the late charge described above, if not paid within five (5) days after such amounts are due, shall bear interest from the due date until paid at less or the rate of ten percent (10%) per annum or the highest amount permitted by law.

5. Security Deposit.

(a) **General.** Subtenant has deposited or concurrently herewith is depositing with Sublandlord an amount equal to one monthly installment of Base Rent (the "**Security Deposit**") as security for the full and faithful performance of every provision of this Sublease to be performed by Subtenant. If Subtenant breaches any provision of this Sublease (including without limitation the payment of Rent and any breach of the incorporated provisions of the Master Lease causing the Sublandlord to forfeit any portion of Sublandlord's security deposit with the

Master Landlord), Sublandlord may, if, after the expiration of any applicable notice and cure period, the Subtenant’s default remains uncured, use all or any part of the Security Deposit for the payment of any rent or any other sums in default, or to compensate Sublandlord for any other loss or damage which Sublandlord may suffer by reason of Subtenant’s default. If any portion of said deposit is so used or applied, Subtenant shall, within five (5) business days after written demand therefor, deposit cash with Sublandlord in an amount sufficient to restore the Security Deposit to its full amount. Subtenant agrees that Sublandlord shall not be required to keep the Security Deposit in trust, segregate it or keep it separate from Sublandlord’s general funds, but Sublandlord may commingle the Security Deposit with its general funds, and Subtenant shall not be entitled to interest on the Security Deposit.

(b) Return of Security Deposit. At the expiration of the Term or earlier termination of this Sublease, if applicable, and provided there exists no default by Subtenant hereunder, the Security Deposit or any balance thereof shall be returned to Subtenant; provided, however, that Sublandlord may retain from said Security Deposit (i) any and all amounts estimated by Sublandlord to cover the anticipated costs to be incurred by Sublandlord to remove any signage provided to Subtenant under this Sublease and any other items required to be removed by Subtenant under this Sublease, and not so properly removed by Subtenant, and to repair any damage caused by such removal, and not so properly repaired by Subtenant, and (ii) any and all amounts permitted by law (in which case any excess amount so retained by Sublandlord shall be returned to Subtenant within thirty (30) days after such removal and/or repair, any such necessary removal and/or repair to be performed by Sublandlord as promptly as reasonably practicable).

6. Incorporation of Terms of Master Lease and Bonds.

(a) The Subtenant shall not take any action that would cause Sublandlord or Master Landlord to be in violation of the Bond Documents, or the Master Lease.

(b) This Sublease is subject and subordinate to the Master Lease. Subject to the modifications set forth in this Sublease, the terms of the Master Lease are incorporated herein by reference. If the term of the Master Lease terminates or expires, whether by natural expiration or due to the act, omission or election of any party thereto, then the Term of this Sublease will also terminate or expire simultaneously therewith.

(c) To the extent any obligation of Sublandlord under this Sublease is the same or a like obligation of the Master Landlord under the Master Lease, Subtenant agrees to look to the Master Landlord for performance of such obligation; *provided that*, upon the request of Subtenant, Sublandlord shall use reasonable commercial efforts to cause such performance by the Master Landlord under the Master Lease and enforce the rights of the tenant under the Master Lease. Subtenant shall have all rights granted to Sublandlord under the Master Lease as they relate to the Subleased Premises, except as provided in this Sublease.

(d) For the purposes of incorporation herein, the terms of the Master Lease are subject to the following additional modifications:

(i) In all provisions of the Master Lease (under the terms thereof and without regard to modifications thereof for purposes of incorporation into this Sublease) requiring

the approval or consent of Master Landlord, Subtenant shall be required to obtain the approval or consent of both Sublandlord and Master Landlord.

(ii) In all provisions of the Master Lease requiring Sublandlord, as tenant, to submit, exhibit to, supply or provide Master Landlord with evidence, certificates, or any other matter or thing, Subtenant shall be required to submit, exhibit to, supply or provide, as the case may be, the same to both Master Landlord and Sublandlord. In any such instance, Sublandlord shall use their reasonable discretion to determine if such evidence, certificate or other matter or thing shall be satisfactory.

(iii) Sublandlord's obligations to restore or rebuild any portion of the Subleased Premises after any destruction or taking by eminent domain shall be as required by the Master Lease.

(iv) Notwithstanding anything contained in the Master Lease or this Sublease to the contrary, Subtenant shall have no rights with respect to extension or early termination of the Master Lease or this Sublease.

(e) Notwithstanding the foregoing, the following Paragraphs of the Master Lease are all specifically excluded from this Sublease and shall not be deemed incorporated herein or be a part hereof:

7. Subtenant's Obligations. Subtenant covenants and agrees that all obligations of Sublandlord under the Master Lease shall be done or performed by Subtenant with respect to the Subleased Premises, except as otherwise provided by this Sublease, and Subtenant's obligations shall run to Sublandlord and Master Landlord as Sublandlord may reasonably determine to be appropriate or be required by the respective interests of Sublandlord and Master Landlord. Subtenant agrees to indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord) Sublandlord and Master Landlord, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all claims, damages, losses, costs, expenses and liabilities, including reasonable attorneys' fees, asserted as a result of (a) Subtenant's failure to perform or observe any terms or conditions of this Sublease, (b) the non-performance, non-observance or non-payment of any of Sublandlord's obligations under the Master Lease which, as a result of this Sublease, became an obligation of Subtenant, except where Subtenant has made payment to Sublandlord for any such obligation, including but not limited to Rent, and Sublandlord has not thereafter made payment to the appropriate party for that obligation (c) by reason of any injuries to person or property occurring in, or about, the Subleased Premises during the time of Subtenant's possession of the Subleased Premises, or any work done at the direction of or with the knowledge of Subtenant in or to the Subleased Premises (including any liens arising therefrom), or any act or omission, on the part of Subtenant and/or any Subtenant Party (as defined below), (d) Subtenant's or any Subtenant Party's use and/or occupancy of the Subleased Premises, (e) any negligent act or omission or willful misconduct of Subtenant, its employees, agents or representatives, and (f) on account of the operation and parking of Subtenant's or Subtenant Party's vehicles (collectively, "**Vehicles**") at the Subleased Premises, including without limitation, any theft or damage to any Vehicles or any cargo, contents or other property carried in or on any Vehicles while the Vehicles are at the Subleased Premises. Subtenant shall not do, nor permit to be done, any act or thing

which is, or with notice or the passage of time would be, a default under this Sublease or the Master Lease. “**Subtenant Party**” means, collectively, (1) each of Subtenant’s agents, contractors, employees, invitees and students, and (2) any assignee, subtenant, licensee or concessionaire of Subtenant and any assignee, subtenant, licensee or concessionaire of any such assignee or subtenant of Subtenant, and the respective agents, contractors, employees and invitees of each of the foregoing. The indemnification obligations in this Section 7 shall survive the expiration or early termination of this Sublease.

Subtenant shall, during the Term and at its sole cost and expense, cause the Subleased Premises to comply with all Applicable Requirements, and maintain all aspects of the Subleased Premises (excluding the shared areas) except for those responsibilities of Master Landlord pursuant to the Master Lease and of the Sublandlord pursuant to below.

Sublandlord shall, at its sole cost and expense, maintain, repair, and keep in place at all times during the Term the structural, electrical, plumbing, roofing, walls, and HVAC systems serving the Sublease Premises. Any necessary or appropriate repairs, maintenance or replacements of any kind or nature (including, without limitation, capital expenditures) to any such systems, any other systems at the Premises, the building roof and roof membrane, the foundation, the parking lot and landscaping shall be performed by the Master Landlord or the Sublandlord and Subtenant shall not be responsible for same unless such repairs, maintenance, or replacements are necessitated by the negligence, misconduct, or intentional acts of Subtenant’s or its students, families, employees, contractors, agents or invitees, or its use of the Subleased Premises or Master Premises beyond reasonable wear and tear.

Except where caused by Sublandlord’s negligence, intentional acts, misconduct or breach of this Sublease, Sublandlord shall not be liable for injury to Subtenant’s business or loss of income therefrom however occurring. Subtenant further agrees that except where caused by Sublandlord’s negligence, intentional acts, misconduct or breach of this Sublease, Sublandlord shall not be liable for injury to the person of Subtenant, Subtenant’s invitees, employees, agents or contractors or damage to Subtenant’s personal property, trade fixture or improvements whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, sprinklers, wires, appliances, plumbing, heating, ventilation, air conditioning, or lighting fixtures, or from any other cause, whether damage or injury results from conditions arising upon the Subleased Premises or upon other portions of the property of which the Subleased Premises are a part, or from other sources or places appurtenant to the Subleased Premises and regardless of whether the cause of such damage or injury or the means of repairing the same is inaccessible to Subtenant. No constituent shareholder, member, partner, manager or director of Sublandlord, nor any trustee, director, officer, employee, beneficiary, shareholder, member, manager, partner or agent of Sublandlord shall be personally liable in any manner under or in connection with this Sublease. Notwithstanding anything to the contrary contained in this Sublease or the Master Lease, in no event shall Sublandlord be liable for any special, punitive or consequential damages.

8. Sublandlord’s Obligations. Sublandlord agrees that Subtenant shall be entitled to receive all services and repairs to be provided by Master Landlord to Sublandlord for the Subleased Premises under the Master Lease. Subtenant shall look solely to Master Landlord for all such services and shall not, under any circumstances, seek nor require Sublandlord to perform any of

such services, nor shall Subtenant make any claim upon Sublandlord for any damages which may arise by reason of Master Landlord's default under the Master Lease. Any condition resulting from a default by Master Landlord shall not constitute as between Sublandlord and Subtenant an eviction, actual or constructive, of Subtenant and no such default shall excuse Subtenant from the performance or observance of any of its obligations to be performed or observed under this Sublease, or entitle Subtenant to receive any reduction in or abatement of the Rent provided for in this Sublease. In furtherance of the foregoing, Subtenant does hereby waive any cause of action and any right to bring any action against Sublandlord by reason of any act or omission of Master Landlord under the Master Lease. In the event of any default or breach by the Master Landlord under the Master Lease that adversely affects Subtenant's rights under this Sublease, Sublandlord agrees to use best efforts to enforce its rights against the Master Landlord under the Master Lease. Such enforcement shall include, without limitation, making written demands, initiating and diligently prosecuting legal or equitable proceedings, and seeking any available remedies or relief to which the Sublandlord is entitled under the Master Lease. Subtenant shall cooperate reasonably with Sublandlord in such enforcement efforts and, to the extent permitted under the Master Lease, Subtenant may join or participate in such proceedings at its own expense. Sublandlord shall keep Subtenant reasonably informed of the status and progress of any such enforcement actions. Sublandlord covenants and agrees with Subtenant that Sublandlord will pay all Base Rent and Additional Rent payable by Sublandlord pursuant to the Master Lease to the extent that failure to perform the same would adversely affect Subtenant's use or occupancy of the Subleased Premises.

9. Default by Subtenant. In the event Subtenant shall be in default of any covenant of, or shall fail to honor any obligation under this Sublease, Sublandlord shall have available to it against Subtenant all of the remedies available (a) to Master Landlord under the Master Lease in the event of a similar default on the part of Sublandlord thereunder or (b) at law or in equity; provided, that that, with respect to any notice and cure period provided for Sublandlord defaults under the Master Lease, if the nature of the default committed by Subtenant causes, or could reasonably be expected to cause, Sublandlord to be in default under the Master Lease, then the applicable notice and cure period provided for such default under the Master Lease shall be deemed shortened by one (1) business day (so that Subtenant shall have such lesser time to cure such default than Sublandlord has to cure such default under the Master Lease). All of Sublandlord's rights and remedies hereunder shall be cumulative, with the exercise of one or more rights or remedies not to impair Sublandlord's right to exercise any other right or remedy.

10. Hazardous Materials.

(a) **Restrictions Regarding Hazardous Materials.** Except for the use, storage and handling of such cleaning agents, pesticides or maintenance materials used in the ordinary course of Subtenant's operations at the Subleased Premises, Subtenant agrees that neither it, nor any Subtenant Party shall cause or permit any Hazardous Materials (as such term is defined below) to be brought, used, generated, stored, transported, treated, handled, released or disposed of in or about the Master Premises and/or Subleased Premises. Subtenant further covenants and agrees that: (a) it will not Release (as such term is defined below), or permit any Release of, any Hazardous Materials on the Subleased Premises; (b) it will not alter or disturb existing asbestos or otherwise cause any existing asbestos to become friable; and (c) its use, storage, handling, transportation and off-site disposal of any cleaning agents, pesticides, cleaning solutions or janitorial and maintenance materials used in the ordinary course of Subtenant's operations at the

Subleased Premises will be in strict conformance with all Environmental Laws and manufacturer's instructions.

(b) **Definitions.** For purposes of this Sublease, the following definitions shall apply: "**Hazardous Materials**" shall mean any substance, including constituents thereof, waste, pollutant, contaminant, chemical or material which is toxic, explosive, corrosive, flammable, infectious, radioactive, carcinogenic, mutagenic, or otherwise hazardous, including without limitation, asbestos, asbestos containing materials, lead, polychlorinated biphenyls, petroleum and its derivatives, byproducts and other hydrocarbons, or any other material or substance which is or becomes regulated by one or more "**Governmental Authorities**" (defined herein as any federal, state, or local governmental or regulatory authority, agency, court or quasi-governmental authority). The term "**Hazardous Materials**" include any material or substance which is (i) listed or defined as a "hazardous waste," "extremely hazardous waste," "restricted hazardous waste," "hazardous substance" or "toxic substance" under all existing and future applicable laws, rules, regulations and orders of any Governmental Authority, or (ii) presently, or in the future, becomes designated as a hazardous or toxic waste or substance or words of similar import pursuant to the Federal Water Pollution Control Act, the Federal Resource Conservation and Recovery Act, the Comprehensive Environmental Response, Compensation and Liability Act, as amended, the Toxic Substances Control Act, the Hazardous Materials Transportation Act, the Clean Air Act, the Oil Pollution Act of 1990, or any similar federal or state statutes (the "**Environmental Laws**"). "**Release**" means releasing, spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, disposing or dumping.

(c) **Environmental Indemnity.**

(i) Subtenant shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord) Master Landlord and Sublandlord, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage, expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials by Subtenant or any Subtenant Party, in, on or about the Subleased Premises.

(ii) Sublandlord shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Subtenant) Subtenant, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage, expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials by any party or parties prior to Subtenant's occupancy and use of the Subleased Premises.

(iii) The indemnification obligations in this Section 10(c) shall survive the expiration or early termination of this Sublease.

(d) **Notification.** Subtenant agrees to notify Sublandlord in writing within five (5) days of (i) the occurrence of any Release of Hazardous Materials in, on or about the Master Premises or Subleased Premises, or (ii) Subtenant's receipt of any notice (whether written or oral),

of any inquiry, test, investigation, information request, cleanup requirement, enforcement proceeding, or environmental audit by or against Subtenant with respect to the Master Premises or Subleased Premises concerning the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials.

(e) **Surrender of Subleased Premises.** Upon the expiration or sooner termination of this Sublease, Subtenant shall surrender the Subleased Premises free and clear of any and all Hazardous Materials caused or permitted to be in, on or under the Subleased Premises by Subtenant or any Subtenant Party. Subtenant shall remove, at its sole cost and expense, all Hazardous Materials introduced to the Master Premises or Subleased Premises by Subtenant or any Subtenant Party in complete compliance with all Environmental Laws.

11. Insurance. Throughout the Term, Subtenant shall, at its sole cost and expense, maintain the following insurance:

(a) Rental interruption insurance to cover loss, total or partial, of rental income to Sublandlord for any reason whatsoever, in an amount sufficient to pay the maximum Rent and average Additional Rent under the Sublease for a period of at least twelve (12) months.

(b) Commercial general liability insurance with respect to the Subleased Premises and the operations of or on behalf of Subtenant in, on or about the Subleased Premises, including but not limited to: bodily injury, product liability (if applicable), blanket contractual, and broad form property damage liability coverage in an amount not less than \$3,000,000.00 per occurrence and \$5,000,000.00 in the aggregate.

(c) Workers' compensation insurance necessary to comply with California state law.

(d) Child abuse (including, but not limited to, sexual, physical, and verbal) and molestation insurance in commercially reasonable amounts, whether included in Lessee's commercial general liability insurance policy(ies) or as stand-alone coverage.

(e) Subtenant shall maintain Personal Property Insurance coverage on all of Subtenant's personal property, for full replacement cost coverage with a deductible not to exceed \$5,000 per occurrence.

Prior to the Sublease Commencement Date, and then at each annual renewal, Subtenant shall deliver to Sublandlord the insurance policies (or certificates thereof) specified herein, naming Sublandlord, Master Landlord and any other party required to be named pursuant to the Master Lease as additional insureds thereunder, such insurance to otherwise be in compliance with the requirements of the Master Lease. All policies of insurance required to be carried by Subtenant shall provide that the policy shall not be subject to cancellation, termination or change except after ten (10) days (or such longer period as may be specified in the Master Lease) prior written notice to Sublandlord.

12. Quiet Enjoyment. So long as Subtenant pays all of the Rent due hereunder and performs all of Subtenant's other obligations hereunder, Sublandlord shall do nothing to affect Subtenant's right to peaceably and quietly have, hold and enjoy the Subleased Premises.

13. Notices. Anything contained in any provision of this Sublease to the contrary notwithstanding, Subtenant agrees, with respect to the Subleased Premises, to comply with and remedy any default in this Sublease or the Master Lease which is Subtenant's obligation to cure, within the period allowed to Sublandlord under the Master Lease, even if such time period is shorter than the period otherwise allowed therein due to the fact that notice of default from Sublandlord to Subtenant is given after the corresponding notice of default from Master Landlord to Sublandlord. Sublandlord agrees to forward to Subtenant, promptly upon receipt thereof by Sublandlord, a copy of each notice of default received by Sublandlord in its capacity as tenant under the Master Lease. Subtenant agrees to forward to Sublandlord, promptly upon receipt thereof, copies of any notices received by Subtenant from Master Landlord or from any governmental authorities. All notices, demands and requests shall be in writing and shall be sent either by hand delivery or by a nationally recognized overnight courier service (e.g., Federal Express), in either case return receipt requested, to the address of the appropriate party. Notices, demands and requests so sent shall be deemed given when the same are received. Notices to Sublandlord shall be sent to the attention of:

Citrus Springs Charter School, Inc.
27740 Jefferson Avenue
Temecula, California 92590
Attn: Tanya Rogers
with a copy to Master Landlord as follows:

Orange Springs Facilities LLC
27740 Jefferson Avenue
Temecula, California 92590
Attn: Tanya Rogers

Notices to Subtenant shall be sent to the attention of:

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

14. Broker. Sublandlord and Subtenant represent and warrant to each other that no brokers were involved in connection with the negotiation or consummation of this Sublease. Each party agrees to indemnify the other party, and hold such other party harmless, from and against any and all claims, damages, losses, expenses and liabilities (including reasonable attorneys' fees) incurred by the other party as a result of a breach of this representation and warranty by the indemnifying party. The provisions of this section shall not apply to brokers with whom Sublandlord has an express written broker agreement with respect to this Sublease, if any.

15. Condition of Subleased Premises; Surrender. The Subleased Premises will be delivered during the Term of this Sublease by Sublandlord to Subtenant free of debris and in broom-clean condition, with all systems (HVAC, plumbing, electrical, fire/life safety, fiber optic) in good working order and suitable for school occupancy as of the Sublease Commencement Date, including without limitation, zoning regulations and compliance with the Americans with

Disabilities Act (ADA) and other state and local accessibility statutes. Subtenant acknowledges that it is not authorized to make or do any alterations or improvements in or to the Subleased Premises except as permitted by the provisions of this Sublease and the Master Lease and that it must deliver the Subleased Premises to Sublandlord on the Sublease Expiration Date in the condition required by this Sublease and the Master Lease. Upon the expiration of the Sublease Term or earlier termination of this Sublease, Subtenant shall surrender the Subleased Premises (i) in broom clean condition, in good condition and repair, and otherwise in substantially the same condition delivered on the Sublease Commencement Date (reasonable wear and tear excepted), (ii) with all of Subtenant’s personal property removed, and (iii) with any damage to the Subleased Premises caused by Subtenant or any Subtenant Party repaired in compliance with Applicable Requirements. In the event that Subtenant shall make any alterations or improvements to the Subleased Premises, then Subtenant shall, prior to the expiration of the Term of this Sublease (or the earlier termination of this Sublease), bring the Subleased Premises back to its existing condition as of the date of this Sublease, including, without limitation, the repair of any damage caused by such restoration except that Subtenant shall not be required to remove any permitted or code-compliant improvements it made during the Term and any ADA-compliant upgrades or upgrades made as required by the Premises CUP.

16. Termination of the Lease. If for any reason the Master Lease shall terminate (whether by operation of law or otherwise), prior to the Sublease Expiration Date, this Sublease shall automatically be terminated and Sublandlord shall not be liable to Subtenant by reason thereof unless said termination shall have been caused by the default of Sublandlord under the Master Lease, and said Sublandlord default was not as a result of, or caused by, a Subtenant default hereunder. Upon termination of the Sublease pursuant to this Section, which termination is not as a result of, or caused by, a Subtenant default hereunder, Sublandlord shall return the Security Deposit and any prepaid Rent and any prepaid Additional Rent to Subtenant and Subtenant shall be released from all remaining obligations under the Sublease.

17. Alterations and Improvements. Subtenant shall not make any material alterations or improvements to the Subleased Premises without first obtaining Sublandlord’s prior written consent, which may be granted or withheld in Sublandlord’s reasonable discretion.

18. Limitation of Estate. Subtenant’s estate shall in all respects be limited to, and be construed in a fashion consistent with, the estate granted to Sublandlord by Master Landlord. Subtenant shall stand in the place of Sublandlord and shall defend (through counsel reasonably acceptable to Sublandlord), indemnify and hold Sublandlord harmless with respect to all covenants, warranties, obligations, and payments made by Sublandlord under or required of Sublandlord by the Master Lease with respect to the Subleased Premises. In the event Sublandlord is prevented from performing any of its obligations under this Sublease by a breach by Master Landlord of a term of the Master Lease, then Sublandlord’s sole obligation in regard to its obligation under this Sublease shall be to use reasonable efforts in diligently pursuing the correction or cure by Master Landlord of Master Landlord’s breach.

19. Subordination, Non-Disturbance and Attornment Agreement. Except as otherwise set forth herein, Subtenant enters into and accepts this Sublease subordinate to all mortgages and/or trust deeds which may now and/or hereafter exist or be executed upon or with respect to the Subleased Premises and/or the real property on which the building is situated and/or

the improvements at any time thereon. Except as otherwise set forth herein, provided Subtenant is not in default under the Sublease, and the Master Lease is continuing in effect, Subtenant's use and/or possession of the Subleased Premises shall not be disturbed, and Subtenant shall continue to have all of the rights afforded to it pursuant to this Sublease; Subtenant agrees to attorn to the new Master Landlord and/or Sublandlord under the Lease and/or the Sublease upon any such transfer of title.

20. Choice of Law. This Sublease shall be governed by and construed and enforced in accordance with the laws of the State in which the Subleased Premises are located without regard to conflicts of law principles thereof.

21. Holding Over. Holding over by Subtenant is specifically prohibited and Subtenant shall have no right to retain possession of the Subleased Premises following the expiration or earlier termination of the Term. If Subtenant fails to vacate the Subleased Premises on or prior to the expiration or earlier termination of this Sublease in the condition required pursuant to this Sublease, then, in addition to any other right or remedy of Sublandlord under this Sublease at law or in equity, after ten (10) business days' notice from Sublandlord to Subtenant, (a) the Base Rent shall be increased to an amount equal to one hundred twenty five percent (125%) of the Base Rent immediately prior to such period of holding over (provided that the payment thereof shall not constitute, or be deemed to constitute any extension of the term hereof, nor shall the same limit or otherwise affect Sublandlord's right to dispossess Subtenant from the Subleased Premises or exercise Sublandlord's other rights and remedies hereunder), (b) Subtenant shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord), Sublandlord, and its direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage (including, without limitation, consequential damage), expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from Subtenant's gross negligence and willful misconduct related to such failure, and (c) Subtenant shall immediately pay (or reimburse Sublandlord for) any amounts payable by Sublandlord to Master Landlord pursuant to the Master Lease on account of such failure.

22. Assignment of Sublease. Subtenant shall not assign or sublet the Subleased Premises without the prior written consent of Master Landlord and Sublandlord and Subtenant's compliance with Paragraph 12 of the Master Lease.

23. Parking. The parties hereto agree that Subtenant shall have the same rights and obligations of Sublandlord (in its capacity as "Lessee" under the Master Lease) with respect to parking upon the Subleased Premises as are set forth in the Master Lease (with respect to the Master Premises).

24. Attorneys' Fees. In the event of the bringing of any action or suit by a party hereto against another party hereunder to enforce any provisions of this Sublease, the prevailing party shall be entitled to have and recover from the other party hereto, in addition to damages, equitable or other relief, all costs and expenses of the action or suit and any appeals therefrom, including reasonable attorneys' fees and court costs and costs of expert witnesses, and fees incurred to enforce any judgment therefrom. This provision with respect to attorneys' fees incurred to enforce

a judgment shall be severable from all other provisions of this Sublease, shall survive any judgment, and shall not be deemed merged into the judgment.

25. Entire Agreement. It is understood and acknowledged that there are no oral agreements between the parties hereto affecting this Sublease and this Sublease supersedes and cancels any and all previous negotiations, arrangements, brochures, agreements and understandings, if any, between the parties hereto or displayed by Sublandlord to Subtenant with respect to the subject matter thereof, and none thereof shall be used to interpret or construe this Sublease. This Sublease, including, without limitation, the terms of the Master Lease incorporated herein, and the exhibits and schedules attached hereto, contain all of the terms, covenants, conditions, warranties and agreements of the parties relating in any manner to the rental, use and occupancy of the Subleased Premises and shall be considered to be the only agreements between the parties hereto and their representatives and agents. None of the terms, covenants, conditions or provisions of this Sublease can be modified, deleted or added to except in writing signed by the parties hereto. All negotiations and oral agreements acceptable to both parties have been merged into and are included herein. There are no other representations or warranties between the parties, and all reliance with respect to representations is based totally upon the representations and agreements contained in this Sublease.

26. Counterparts; Electronic signatures. This Sublease may be executed in counterparts, each of which shall constitute an original, and all of which, together, shall constitute one document. Each party hereto, and their respective successors and assigns shall be authorized to rely upon the signatures of all of the parties hereto on this Sublease which are delivered by facsimile, telecopier or electronic mail transmission as constituting a duly authorized, irrevocable, actual, current delivery of this Sublease with original ink signatures of each person and entity.

27. Certified Access Specialist CASp. Subtenant specifically acknowledges and agrees that Sublandlord makes no representation or warranty with respect to the inspection of the Subleased Premises by a Certified Access Specialist (“CASp”), including whether or not the Subleased Premises have undergone inspection by a CASp, and that Sublandlord hereby disclaims, and Subtenant hereby waives, any liability against Sublandlord with respect or otherwise relating to a CASp inspection of the Subleased Premises. To the extent that Sublandlord has any right under the Master Lease or applicable law to cause the Subleased Premises to undergo a CASp inspection, upon Subtenant’s written request to Sublandlord, Sublandlord shall use commercially reasonable efforts (which shall not include legal proceedings or any obligation on Sublandlord to incur any cost or expense in connection therewith) to exercise such right; provided, that all costs and expenses incurred in connection therewith shall be the sole responsibility of Subtenant and Subtenant shall indemnify Sublandlord against all claims (including, but not limited to, reasonable attorney’s fees) arising out of Sublandlord’s exercise of such right. This Section 26 is included in this Sublease solely for the purpose of complying with California Civil Code Section 1938 and shall not in any manner affect Sublandlord’s and Subtenant’s respective responsibilities for compliance with construction-related accessibility standards as provided under the Master Lease.

28. Sublandlord Representations. Sublandlord warrants and represents that it has the authority to enter into this Sublease, that Master Landlord has consented to this Sublease, and that Master Landlord has communicated this consent to Sublandlord prior to Sublandlord’s execution of this Sublease.

[No further text on this page]

IN WITNESS WHEREOF, the parties have entered into this Sublease as of the date first written above.

SUBLANDLORD:

Citrus Springs Charter School, Inc.,
a California nonprofit public benefit corporation

DocuSigned by:
Tanya Rogers
By: _____
Name: Tanya Rogers
Its: Assistant Superintendent of Business

SUBTENANT:

Navigator Schools,
a California nonprofit public benefit corporation

DocuSigned by:
Dr. Caprice Young
By: _____
Name: Dr. Caprice Young
Its: CEO & Superintendent

EXHIBIT A

COPY OF MASTER LEASE

LEASE AGREEMENT

between

ORANGE SPRINGS FACILITIES LLC

a California limited liability company, as Landlord

and

CITRUS SPRINGS CHARTER SCHOOL, INC.

a California nonprofit public benefit corporation, as Tenant

for the use and occupancy of certain property by the charter schools operated by Tenant known as

ORANGE SPRINGS CHARTER SCHOOL and CITRUS SPRINGS CHARTER SCHOOL

dated as of March 1, 2026

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LEASE AGREEMENT

This LEASE AGREEMENT (“**Lease**”) dated, for reference purposes only, as of March 1, 2026, is made by and between **PACIFIC SPRINGS FACILITIES LLC**, a California limited liability company (“**Landlord**” or the “**Borrower**”), and **CITRUS SPRINGS CHARTER SCHOOL, INC.**, a California nonprofit public benefit corporation (in its capacity as operator of and holder of the charter for the “**School**” described herein (“**Tenant**” or the “**Lessee**”) (Landlord and Tenant being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). Tenant is entering into this Lease to provide for the use and occupancy of the Premises (as defined below) by Orange Springs Charter School, CDS Code 30-10306-0165225, and Citrus Springs Charter School, CDS Code 30-10306-0134940 (together, the “**School**”), both California public charter schools operated by Tenant pursuant to a charter approved by the Orange County Board of Education.

1. Basic Provisions.

1.1 Premises. The “**Premises**” consists of Landlord’s interest in all of the land (the “**Land**”) and all of the current and future buildings and improvements (collectively, the “**Improvements**”), located on the property described as 1821-23 North Grand Avenue, Santa Ana, California 92705, which is more particularly described in the attached Exhibit A (the “**Premises**”).

1.2 Term. The initial term of this Lease shall be for approximately forty (40) years commencing on funding of the Loan described below (the “**Lease Commencement Date**”) and ending on July 1, 2066 (the “**Initial Term**”), or such other later date if Tenant exercises any of the Extension Options described in Sections 1.3 and 3 (such date, as it may be extended, the “**Expiration Date**”).

1.3 Extension Option. Tenant shall have three (3) options to extend the Term (such extension terms collectively, the “**Extension Term**” and, collectively with the Initial Term, the “**Term**”) on the terms and conditions, and at the Rent, set forth in Section 3 below.

1.4 Rent. During the Term, commencing on March 1, 2026, (the “**Rent Commencement Date,**”) Rent, as described in Section 4.1, shall be payable by Tenant to Landlord.

1.5 The Bonds. The California School Finance Authority (the “**Authority**”) is concurrently herewith making a loan (the “**Loan**”) to Landlord, as evidenced by a Loan Agreement dated as of March 1, 2026 (the “**Loan Agreement**”), by and between the Authority and Landlord. The Loan will be funded by the proceeds of the Authority’s Charter School Revenue Bonds (Citrus Springs Obligated Group), Series 2026A (Tax-Exempt) (the “**Tax-Exempt Bonds**”), and its Charter School Revenue Bonds (Citrus Springs Obligated Group), Series 2026B (Taxable) (the “**Series 2026B Bonds**” or the “**Taxable Bonds**” and, collectively with the Series 2026A Bonds, the “**Bonds**”) pursuant to a Indenture of Trust dated as of March 1, 2026 (the “**Indenture**”), by and between the Authority and U.S. Bank Trust Company, National Association, as trustee thereunder (the “**Bond Trustee**”). The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement and Obligation No. 1 relating to the Bonds (“**Obligation No. 1**”) issued in an amount equal to the aggregate principal amount of the Bonds pursuant to a Master Indenture of Trust, dated as of March 1, 2026 (the “**Master Indenture**”), as supplemented by a Supplemental Master

Indenture for Obligation No. 1, dated as of March 1, 2026 (the “**Supplemental Master Indenture**”), by and between the Borrower, as representative of the Obligated Group, and U.S. Bank Trust Company, National Association, as master trustee thereunder (the “**Master Trustee**”). The Loan Agreement, the Indenture, and any related documents and instruments are collectively referred to herein as the “**Bond Documents.**”

1.1 The Intercept. In order to provide for secure and orderly payment of the Base Rent component of Rent and for the payment of the Bonds out of such Base Rent payments, simultaneously with the execution and delivery of the Bonds, Tenant shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit D attached hereto (the “**Intercept Notice**”), to the State Controller of the State of California (the “**State Controller**”). Amounts specified in the Intercept Notice for transfer to the Bond Trustee shall be limited to State Apportionments. Tenant shall amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate to cause transfers to the Bond Trustee to pay any changed amount of Base Rent due under this Lease (including without limitation changes resulting from redemption of Bonds prior to maturity) and to cure any delinquency in payment of such amounts, and shall deliver such amended, supplemented, or restated Intercept Notice to the State Controller not later than the twentieth (20th) calendar day of the month immediately preceding the month with respect to which such payment is due. Tenant will cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with amending, supplementing, or restating the Intercept Notice. If at any time, the Intercept Notice is amended, supplemented, or restated for any reason, Tenant shall promptly provide the Authority and the Bond Trustee with a copy of such amended, supplemented, or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee for purposes set forth in the Indenture; provided, that Tenant shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from payments by the State Controller pursuant to the Intercept Notice from time to time shall be made at the corporate trust office of the Bond Trustee set forth in the Intercept Notice. Tenant shall timely amend, supplement, or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee to Tenant.

1.6 The School. The Premises will be used for the operation by Tenant of the School or by a successor charter school.

1.7 Capitalized Terms. Unless otherwise defined herein, all capitalized terms used herein shall have the meanings ascribed to such terms in the Indenture.

2. Premises.

2.1 Letting. Landlord hereby leases and hires to Tenant, and Tenant hereby leases and hires from Landlord, the Premises, for the Term, at the Rent, and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 Condition of Premises. On the Lease Commencement Date, Landlord shall deliver the Premises to Tenant in the same condition in which they were in when Tenant acquired the Premises.

3. Term.

3.1 Term. The Lease Commencement Date, Expiration Date and Term of this Lease are as specified in Sections 1.2 and 1.3.

3.2 Options to Extend. Landlord hereby grants to Tenant three (3) options (each, an “**Extension Option**”) to extend the Term of this Lease, each for a period of six (6) years. Each Extension Option must be exercised, if at all, by written notice (the “**Option Notice**”) delivered by Tenant to Landlord not less than six (6) months prior to the then-scheduled Expiration Date; provided, however, that while the Loan is outstanding, the Extension Options shall be automatically deemed exercised without a requirement for the delivery of an Option Notice. In the event the Term of this Lease shall be extended under this Section, then all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect, except that:

(a) Each Extension Term shall commence immediately upon the expiration of the Initial Term or immediately prior Extension Term, as applicable.

(b) The Rent for the Extension Term shall be the Base Rent, Additional Rent, and Expenses, as defined and determined pursuant to this Lease, and, so long as the Loan is outstanding, Base Rent shall be payable with reference to Exhibit B in accordance with the provisions of Section 4.2. If the Loan is no longer outstanding, the Base Rent component of Rent for the Extension Term (or so much thereof during which the Loan is not outstanding) shall be the “**Fair Market Base Rent**” determined in accordance with this Section.

(c) Fair Market Base Rent shall be determined as follows:

(i) Fair Market Base Rent shall be the fair market rent of comparable premises (including square footage, location and quality of the Premises) to the Premises subject to the terms and provisions of this Lease, including without limitation Tenant’s obligation to pay the Additional Rent (if any) and Expenses. Within thirty (30) days after the exercise or deemed exercise of any Extension Option for which Fair Market Base Rent is to be used, or within thirty (30) days after the Loan is no longer outstanding, as applicable, Landlord shall notify Tenant in writing as to Landlord’s determination, in Landlord’s good faith judgment, of the Fair Market Base Rent, together with reasonable back-up material supporting Landlord’s determination. Tenant shall have twenty (20) days from receipt of Landlord’s determination of the Fair Market Base Rent to accept or reject Landlord’s determination.

(ii) If Tenant timely objects to Landlord’s determination of Fair Market Base Rent, Landlord and Tenant shall diligently attempt in good faith to agree on the Fair Market Base Rent within ten (10) days of Tenant’s notice of objection (“**Outside Agreement Date**”). If Landlord and Tenant fail to reach agreement by the Outside Agreement Date, each shall make a separate determination of the Fair Market Base Rent within five (5) days of the Outside Agreement Date. Such determination shall then be submitted to arbitration in accordance with clause (d) below.

(iii) Within fifteen (15) days of the Outside Agreement Date, the Parties

shall agree upon an arbitrator who shall decide whether the Parties will use Landlord's or Tenant's submitted Fair Market Base Rent and shall promptly notify Landlord and Tenant of its decision. If the Parties are unable to agree upon the arbitrator within fifteen (15) days of the Outside Agreement Date, within five (5) days thereafter, Landlord and Tenant shall each appoint an arbitrator and give notice to the other Party of such arbitrator's name and business address. The arbitrator must be a licensed real estate broker or appraiser who has been active in the leasing or appraising of commercial properties in the Riverside area for at least five years. If each Party appoints an arbitrator, the two appointed arbitrators shall, within ten (10) days after the appointment of the second arbitrator, agree on and appoint a third similarly qualified arbitrator and promptly provide notice to Landlord and Tenant of such arbitrator's name and business address. Within thirty (30) days after the appointment of the third arbitrator, the three (3) arbitrators shall decide whether the Parties will use Landlord's or Tenant's submitted Fair Market Rent and shall promptly notify Landlord and Tenant of their decision. The decision of the majority of the three (3) arbitrators shall be binding on Landlord and Tenant.

(d) Base Rent as so determined shall be paid during the Extension Term in installments at the times and in the manner specified in this Lease, or if not so specified, such Base Rent shall be paid in advance on the twentieth (20th) day of the calendar month immediately preceding the month with respect to which such Base Rent is due.

(e) Until the Fair Market Base Rent has been agreed upon, monthly Base Rent shall continue to be paid in the amount in effect prior to the date that such determination of Fair Market Base Rent is to become effective. Upon the establishment of the Fair Market Base Rent, if Fair Market Base Rent is determined to be greater than such amount, then Tenant shall promptly pay Landlord the difference; if Fair Market Base Rent is determined to be less than such amount, then Tenant shall receive a credit against future accruing Base Rent in the amount of such difference.

(f) Notwithstanding anything herein to the contrary, so long as the Loan is outstanding, in no event shall the Base Rent payable during any Extension Term be less than the Landlord's debt service on the Bonds for the corresponding month.

4. Rent; Additional Rent; Expenses.

4.1 Rent Defined. Subject to the terms of this Lease, "**Rent**" is defined as and shall consist of the sum of (i) Base Rent, (ii) Additional Rent, (iii) Extraordinary Monthly Rent and (iv) Expenses (all as defined below), together with all other monetary obligations of Tenant to Landlord or to third parties arising under the terms of this Lease.

4.2 Base Rent. "**Base Rent**" is the Debt Service as listed in Exhibit B to this Lease. So long as the Loan is outstanding, commencing on the Rent Commencement Date described in Section 1.4, the "Base Rent" shall be payable in accordance with the schedule set forth in Exhibit B, subject to downward adjustment in the event of any defeasance of all or a portion of the Bonds or prepayment of all or a portion of the Loan. In the event of defeasance of all of the Bonds prior to the Expiration Date such that no Bonds remain outstanding and prepayment of all of the Loan prior to the Expiration Date and without termination of this Lease, commencing on the first day of the first calendar month following such defeasance or full prepayment, the Base Rent shall be revised to be the Fair Market Base Rent determined in accordance with Section 3.2.

4.3 Additional Rent. Tenant shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Landlord on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Landlord. “**Additional Rent**” shall consist of the following:

(a) All amounts required to reimburse Landlord, or satisfy Landlord’s obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that the Landlord is obligated to pay under the terms of the Bond Documents, including, but not limited to, any such amounts as may be payable pursuant to the Loan Agreement.

(b) Any other amounts required to be paid by Landlord in order for Landlord to meet its obligations under the Bond Documents on a full and timely basis.

The amount projected as Additional Rent during the Term is as set forth on Exhibit B.

4.4 Extraordinary Monthly Rent. In the event that the Tenant under the Lease receives a notice (an “**Extraordinary Monthly Rent Notice**”) from either the Landlord under such lease (the “**Lessor**”) or the Bond Trustee stating that the Bond Trustee has not received the payment of Rent or Loan Repayment with respect to a Related Project on or before that date that such required payment is due, then Tenant shall pay the Extraordinary Monthly Rent to the Bond Trustee within three (3) business days after such Tenant’s receipt of the Extraordinary Monthly Rent Notice. The Lessor shall covenant in such Lease to immediately provide the Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture.

“**Extraordinary Monthly Rent**” means the amount set forth in such Extraordinary Monthly Rent Notice, which shall be the Lessee’s Proportionate Share of the Extraordinary Monthly Rent.

“**Proportionate Share**” means the amount required to be paid by Lessee to ensure that all of the required Rent and Loan Repayments with respect to all of the Related Projects have been timely made.

4.5 Expenses. Tenant shall be responsible for all Expenses, which Tenant shall pay directly to the providers of any of the items comprising Expenses prior to delinquency, or shall pay to or reimburse Landlord within thirty (30) days after receiving a statement from Landlord itemizing (with reasonable description) all charges included thereon. “**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair, or replacement, and insurance of the Premises, as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Premises, the aggregate of the “**Maintenance Expenses**” and the “**General Expenses**” set forth below:

(i) “**Maintenance Expenses**” means all costs of maintaining and repairing the Premises, the parking area, athletic fields and other portions of the Premises, deferred maintenance, installing or extending service systems and other built-in equipment, and improving the Premises, including without limitation all of the following:

a. All maintenance, replacement and repair costs of air

conditioning, heating and ventilation equipment and systems, elevators (if any), landscaping, service areas, parking lots, athletic fields, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, structural components of the Premises, and cost of compliance with applicable laws (including any required upgrades or retrofitting).

b. Supplies, materials, labor, equipment, and utilities used in or related to the repair and maintenance of the Premises and such common areas.

c. Capital improvements made to the Premises (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Premises.

(ii) **“General Expenses”** means all of the following, to the extent not included in Maintenance Expenses:

(a) Gross receipts taxes, whether assessed against Landlord or assessed against Tenant and collected by Landlord.

(b) Water, sewage, and waste or refuse removal charges.

(c) Gas, electricity, telephone and other utilities.

(d) The cost of monthly or annual contracts for systems or services such as alarm systems, security systems, internet services, janitorial services or landscaping services.

(e) All janitorial, cleaning, landscaping, sweeping and repair services related to the Premises.

(f) The costs of signs and directories.

(g) The cost of compliance with applicable laws.

(h) Reasonable costs incurred by Landlord for operating expenses, including the day-to-day management (if any), including the cost of management personnel (if any), together with any of Landlord’s administrative expenses such as state filings, preparation of tax returns or notices, and all taxes, charges, or fees in connection therewith to the extent related to the Premises.

(i) Subject to Section 4.6, Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.4 below), if any.

(j) Amounts required to be paid as deductibles in connection with any insurance required under the Bond Documents.

(k) Any other costs or expenses incurred by Landlord under this Lease.

(l) If applicable, amounts payable under any Ground Lease that are the responsibility of the Landlord and not otherwise paid pursuant to any other provisions of this subsection.

4.6 Payment. All Rent required to be paid in monthly installments shall be paid in advance on the twentieth (20th) day of the calendar month immediately preceding the month with respect to which such Base Rent or Additional Rent is due. All Rent shall be paid in lawful money of the United States, without any abatement, deduction or offset whatsoever (except as specifically provided herein), and without any prior demand therefore. All Base Rent and Additional Rent shall be paid to the Bond Trustee for deposit in the Revenue Fund (as that term is defined in the Bond Documents), and at such address as the Bond Trustee notifies Tenant, or at such other place as Landlord may designate from time to time, with the approval of the Bond Trustee as long as Landlord has any obligations pursuant to the terms of the Bond Documents.

Notwithstanding the foregoing, Tenant shall receive a credit for Rent owed to Landlord to the extent the Bond Trustee receives monies on behalf of Tenant under the Intercept. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Subject to the terms of the Bond Documents, and so long as any of the Bonds or the Loan remains outstanding, Tenant shall, through the Intercept, cause the State Controller to transfer the State Apportionment attributable to the Schools to the Collateral Agent for transfer to the Bond Trustee for deposit in the Revenue Fund. Landlord shall have the right, but not the obligation, to collect and impound, in advance, any or all components of Expenses or other Rent based upon Landlord's reasonable estimate of Tenant's future liability for such amounts for any calendar year or other period selected by Landlord. At the end of the calendar year or other period with respect to which any such estimate was prepared, Landlord shall reconcile Tenant's actual obligation for such component of Expenses or other Rent and the estimated amounts previously paid by Tenant. The Tenant acknowledges that, under the provisions of the Foreign Account Tax Compliance Act, the Bond Trustee is obligated to withhold 30% of the proceeds from any disbursement to a payee that has not delivered to the Bond Trustee a tax identification number on a correctly completed IRS Form W-9. If requested by the Bond Trustee, the Tenant shall provide the Bond Trustee with a copy of any such completed Form W-9 form for the initial disbursement to any payee pursuant to any provision hereof, or of the Indenture. The Bond Trustee may confirm each funds transfer instruction by telephone call back procedure (or any other security procedure then in effect). The parties understand that the Bond Trustee's inability to receive or confirm funds transfer instructions pursuant to its security procedures may result in a delay in accomplishing such funds transfer, and agree that the Bond Trustee shall not be liable for any loss caused by any such delay.

4.7 Late Charge and Interest on Rent in Default. If any Rent is not received by or on behalf of Landlord from Tenant within ten (10) calendar days after Landlord has notified Tenant in writing that payment has not been received by Landlord, then Tenant shall immediately pay to Landlord a late charge equal to five percent (5%) of such delinquent rent as liquidated damages for Tenant's failure to make timely payment, by paying such sum to the Bond Trustee for deposit in the Revenue Fund. In no event shall this provision for a late charge be deemed to grant to Tenant a grace period or extension of time within which to pay any Rent or prevent Landlord from exercising any right or remedy available to Landlord upon Tenant's failure to pay any Rent due under this Lease in a timely fashion. If any Rent remains delinquent for a period in excess of thirty (30) days then, in addition to such late charge, Tenant shall pay to Landlord

interest on any Rent that is not paid when due at the Default Interest Rate (as hereinafter defined) from the date such amount became due until paid by paying such sum to the Bond Trustee by depositing the same in the Revenue Fund.

4.8 Budgeting Rent. Without limiting the provisions of Exhibit C, Tenant covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.9 Accounting. Without limiting the provisions of Exhibit C, if Landlord requests in writing, Tenant agrees to provide Landlord with an annual, or more frequent, accounting of the Expenses paid for Tenant's most recent fiscal year.

5. Mandatory Covenants.

5.1 Specific Covenants Related to the Loan. For so long as the Loan is outstanding and has not been defeased and for so long as any obligations under the Loan Agreement remain outstanding, the provisions of Exhibit C shall be applicable for the benefit of Landlord, the Bond Trustee and the Holders of the Bonds, and the Authority.

5.2 Additional Covenants.

(a) **School's Charter.** Tenant covenants and agrees to maintain the Charter for the School with a sponsoring entity and to renew or extend the term of such Charter with a sponsoring entity. As soon as practicable, Tenant covenants to provide Landlord with a copy of any notice received with regards to any sponsoring entity's intent to not renew or extend the term of such Charter or any notice of any issues which, if not corrected or resolved, could lead to termination or nonrenewal of such Charter. If such Charter is terminated or not renewed, Tenant shall upon request by Landlord assign this Lease to an entity that maintains a Charter with a sponsoring entity. Further, Tenant shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and, to the extent required to maintain the approval of the Charter petition for the School, and the charter petition for the other Schools, by the sponsoring entity, and meet the student performance accountability standards stated in the charter petitions for the Schools.

(b) **Limitation on Disposition of Property, Plant and Equipment.** Without the consent of the Bond Trustee, Tenant shall not dispose or transfer any property, plant and equipment consisting of all or any part of the Premises, except for disposition or transfers:

(i) of property, plant and equipment no longer necessary for the operation of the Premises;

(ii) of property, plant and equipment replaced by property, plant and equipment of similar type and/or of substantially equivalent function with a substantially equivalent value; or

(iii) of property, plant and equipment sold or disposed of at a price equal to their fair market value.

(c) Tenant will not take any action or omit to take any action that, if taken or omitted, would cause: (x) it to lose its current federal income tax status as exempt from federal income taxation under Section 501(a) of the Code (as hereinafter defined) as an organization described in Code Section 501(c)(3) and as an organization described in Code Section 170(b)(1)(A)(ii), or (y) Landlord to be viewed, for federal income tax purposes, as other than disregarded as an entity separate from its sole member pursuant to Treasury Regulation Section 301.7701-3(b);

6. Use.

6.1 Agreed Use. In addition to any other restrictions on Tenant’s use of the Premises, the Property shall be used by Tenant for the School, for any related and ancillary school and educational purposes, any related administrative purposes, and any related incidental legal uses. Notwithstanding the foregoing, Tenant shall use and occupy the Premises only for “educational facilities” as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code of 1986, as amended, (the “Code”) as an organization described in Code Section 501(c)(3) and that qualifies as an “educational organization” as described under Code Section 170(b)(I)(A)(ii); provided that Tenant shall not rent the Premises as residential rental property to others, or permit any subtenant to rent the Premises as residential rental property to others. Tenant acknowledges and agrees that it shall comply with the terms of that certain Tax Certificate, dated January 31, 2026, between Tenant and the Authority in connection with the use of the Premises.

6.2 Hazardous Substances.

(a) Without limiting the generality of the foregoing, Tenant shall comply with all obligations and the Bond Documents related to Hazardous Substances and Environmental Regulations, to the extent applicable to the Premises or Tenant’s use and occupancy thereof.

(b) Tenant shall indemnify, defend and hold Landlord and Bond Trustee, and the agents, employees, officers, and directors of such parties, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys’ and consultants’ fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Tenant (provided, however, that Tenant shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties to the extent not caused or contributed to by Tenant). No termination, cancellation or release agreement entered into by Landlord and Tenant shall release Tenant from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Bond Trustee in writing at the time of such agreement. The provisions of this Section 6.2(b) shall survive the termination of this Lease.

(c) If Tenant becomes aware of a Hazardous Substance Condition occurring during the Term of this Lease, then Tenant shall notify Landlord, and Landlord shall make the investigation and remediation thereof required by the Applicable Requirements (as hereinafter defined), the costs relating thereto constituting an Expense for which Tenant is responsible and this Lease shall continue in full force and effect, but subject to Landlord’s rights under Section

6.2(b); provided, however, that if a Hazardous Substance Condition (as hereinafter defined) occurs as a result of Hazardous Substances that are brought on the Premises (by a party other than Tenant) prior to the Commencement Date, then Landlord shall be solely responsible for making the investigation and remediation thereof at its sole cost and expense, and this Lease shall continue in full force and effect. “**Hazardous Substance Condition**” shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance in, on, or under the Premises which requires repair, remediation, or restoration.

7. Maintenance; Repairs.

7.1 Tenant Fully Responsible. During the Term, except in cases of damage or destruction due to casualty loss, or in the event of Condemnation (as hereinafter defined), all repair, maintenance, restoration, retrofitting, construction or reconstruction with respect to the Improvements shall be the sole responsibility of Tenant, and Landlord shall have no duty to undertake any such repair, maintenance, restoration, retrofitting, construction or reconstruction, or to pay any costs of the same, except as contemplated by the Bond Documents. Provided, however, that Landlord shall provide Tenant access to the moneys in the Repair and Replacement Fund, and to any moneys in the Insurance and Condemnation Proceeds Fund to the extent necessary or appropriate to pay the costs of or to reimburse Tenant for its obligations hereunder, in accordance with the terms and provisions of the Indenture related to the Repair and Replacement Fund and the Insurance and Condemnation Proceeds Fund. Tenant will prepare or cause to be prepared plans to ensure that any asbestos containing materials and lead paint are properly investigated and, if necessary, remediated, and require such plans to be implemented prior to any building demolition or renovation work.

7.2 Compliance With Applicable Requirements. Except as otherwise provided in this Lease, Tenant shall, at Tenant’s sole expense, fully, diligently and in a timely manner, materially comply with all applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “**Applicable Requirements**”), the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Landlord’s engineers and/or consultants which relate in any manner to such Applicable Requirements, without regard to whether such Applicable Requirements are now in effect or become effective after the Commencement Date. Tenant shall, within ten (10) days after receipt of Landlord’s written request, provide Landlord with copies of all permits and other documents, and other information evidencing Tenant’s compliance with any Applicable Requirements specified by Landlord, and shall immediately upon receipt, notify Landlord in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Tenant or the Premises to comply with any Applicable Requirements. Copies of all documents provided to Landlord pursuant to this Section shall also be provided to the Bond Trustee.

7.3 Liens. Tenant shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Tenant at or for use on the Premises, which claims are or may be secured by any mechanic’s or materialmen’s lien against the Premises or any interest therein. Tenant shall give Landlord and the Bond Trustee not less than ten (10) days’ notice prior to the commencement of any work in, on, or about the Premises, and Landlord shall have the right to post notices of non-responsibility. If Tenant shall contest the validity of any such lien, claim or demand, then Tenant shall, at its sole expense defend and protect itself, Landlord, Bond Trustee

and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 Ownership of Improvements; Removal; Surrender; and Restoration.

(a) **Ownership.** All Improvements shall be the property of Landlord. Any additional improvements constructed and paid for by Tenant itself shall, at the expiration or termination of this Lease, at the option of Landlord, (i) be removed by Tenant or (ii) become the property of Landlord and be surrendered by Tenant with the Premises.

(b) **Surrender and Restoration.** Tenant shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the parts and surfaces thereof broom clean and free of debris, and in good operating order, condition, and state of repair, ordinary wear and tear excepted. Tenant shall repair any damage occasioned by the installation, maintenance, or removal of any of its furnishings, and equipment. Any personal property of Tenant not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Tenant and may be disposed of or retained by Landlord as Landlord may desire.

8. Insurance; Indemnity.

8.1 Liability. Tenant shall keep in force such liability insurance policies in such amounts as are required in the Bond Documents. The premium for such insurance shall be paid by Tenant and shall be deemed an "Expense" hereunder.

8.2 Premises. Tenant shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Landlord, with loss payable to Landlord, to the Bond Trustee while the Loan is outstanding, and to any lender, insuring loss or damage to the Premises. The amount of such insurance shall be as set forth in the Bond Documents. The premium for such insurance shall be paid by Tenant and shall be deemed an "Expense" hereunder.

8.3 Rental Interruption. Tenant shall also obtain and keep in force, for the benefit of Landlord, rental interruption insurance insuring Landlord for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Additional Rent and Expenses otherwise payable by Tenant to Landlord hereunder covering a period of at least 12 months. The limits of such insurance shall be based upon the highest monthly amount of Base Rent and Additional Rent shown on Exhibit B, as revised from time to time. The premium for such insurance shall be paid by Tenant and shall be deemed an "Expense" hereunder.

8.4 Waiver of Subrogation. Without affecting any other rights or remedies, Tenant and Landlord each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Landlord or Tenant, as the case may be, so long as the insurance is not invalidated thereby.

8.5 Indemnity. Except for Landlord's negligence or willful misconduct, Tenant shall

indemnify, protect, defend and hold harmless the Premises, Landlord, the Bond Trustee, the Authority, and their agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Tenant. If any action or proceeding is brought against Landlord, the Authority or the Bond Trustee by reason of any of the foregoing matters, Tenant shall upon notice defend the same at Tenant's expense by counsel reasonably satisfactory to Landlord, the Authority or the Bond Trustee, and Landlord, the Authority and the Bond Trustee, shall cooperate with Tenant in such defense. Landlord, the Authority or the Bond Trustee need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 Exemption of Landlord from Liability. Unless caused by Landlord's negligence or willful misconduct, Landlord shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Tenant, Tenant's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 Insurance Requirements of Bond Documents. The foregoing notwithstanding, for so long as the Loan is outstanding, Tenant shall be deemed to meet its insurance obligations as set forth in this Section 8 if it carries, and it hereby agrees to carry, the insurance required under the terms of the Bond Documents, as such requirements may change from time to time. Without limiting the foregoing, for so long as the Loan is outstanding, Tenant shall cause the Bond Trustee and Landlord to be named as additional insureds on Tenant's liability insurance and Bond Trustee as mortgagee and loss payee on property insurance policies.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Damage"** shall mean damage or destruction to the improvements on the Premises from fire or other casualty.

(b) **"Insured Loss"** shall mean Damage that was caused by an event required to be covered by the insurance described in Section 8, irrespective of any deductible amounts or coverage limits involved.

9.2 Damage. Subject to the terms of the Bond Documents, Landlord shall be entitled to any and all insurance proceeds that are available as a result of any Insured Loss, and Landlord may at its election proceed to reconstruct the Improvements subject to such Damage to their condition existing immediately prior to the Damage, utilizing available insurance proceeds and any amounts voluntarily contributed by Landlord in its sole discretion. If Landlord elects not to undertake such restoration, Tenant may (i) if such damage is material, terminate this Lease by providing written notice to Landlord, Bond Trustee, and Authority, within 30 days after receipt by Tenant of Landlord's notice of its election not to undertake such restoration, or (ii) require

Landlord to restore and rebuild the Premises, so long as the following conditions are met:

(a) The amount of insurance proceeds that are available for restoration, plus any funds that may have been deposited by Tenant, are sufficient to restore and rebuild the Premises to their character, condition and utility immediately prior to the casualty (or to such other condition as Tenant reasonably demonstrates will generate sufficient revenue for Tenant to meet its obligation to pay all Rent thereafter accruing);

(b) The amount of available proceeds of rental interruption insurance plus any funds deposited by Tenant equals an amount determined by Landlord to be sufficient to pay the Rent accruing during the period between the date of such casualty and the date the restoration or rebuilding is substantially completed.

(c) The restoration or rebuilding is estimated by Landlord to be completed at least twelve (12) months prior to the maturity date of the Bonds.

(d) In lieu of making any deposit of funds as described above, Tenant shall have the right to provide other assurances of the payment of restoration costs and Rent acceptable to Landlord in its sole discretion with consent of the Bond Trustee, such as a letter of credit.

9.3 Damage - Uninsured Loss. If Damage that is not an Insured Loss occurs, Tenant shall repair such damage as soon as reasonably possible at Tenant's expense and this Lease shall continue in full force and effect.

9.4 Waive Statutes. Landlord and Tenant agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith, including California Civil Code Sections 1932(2) and 1933(4).

10. Real Property Taxes.

10.1 Definition. As used herein, the term "**Real Property Taxes**" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Landlord in the Premises, Landlord's right to other income therefrom; and/or Landlord's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Landlord to Tenant pursuant to this Lease.

10.2 Property Tax. Tenant intends to use the Premises exclusively for public school purposes and on that basis may seek exemption of the Premises from ad valorem property taxes. Tenant shall be responsible for the application to the Orange County Tax Assessor for such tax exemption on an annual basis. Landlord shall cooperate with Tenant in obtaining such exemption,

and shall execute any application for a tax exemption for the Premises. Any tax refunds and/or tax exemptions received by or granted to Landlord, based on Tenant's use of the Premises during the term of this Lease, shall be credited toward Tenant's Additional Rent payable under this Lease.

10.3 Payment of Taxes. Tenant shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed, or imposed.

10.4 Personal Property Taxes. Tenant shall timely file for exemption from any taxes on fixtures, furnishings, equipment, and all personal property of Tenant and shall maintain such exemption during the Term. Tenant shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed, or imposed after an exemption for such taxes is filed as required hereunder.

11. Assignment and Subletting.

11.1 By Tenant. Tenant shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Tenant's interest hereunder without the prior written consent of Landlord (which shall not be unreasonably withheld). Tenant acknowledges that, pursuant to the Bond Documents, Landlord may be required to obtain the Authority's and the Bond Trustee's approval to a sublease, assignment or other transfer of Tenant's interest in this Lease and that Landlord's disapproval shall be deemed reasonable if based on any such disapproval by the Authority or the Bond Trustee. Tenant acknowledges that the financing of the Premises through the Bonds may restrict the assignees which could be approved by Landlord. In addition, Tenant shall not sublease, assign, mortgage, pledge, hypothecate, or encumber this Lease unless it receives an Opinion of Bond Counsel confirming that such action will not cause the use or operation of the Premises to be not in conjunction with a charter school under the Act.

11.2 By Landlord. Tenant acknowledges that Landlord's interest in the Premises is subject to a deed of trust and assignment of rents ("**Deed of Trust**") in favor of the Bond Trustee and that this Lease and all rights of Landlord hereunder are assigned to the Bond Trustee as security for the Loan, and Tenant consents to the foregoing. This Lease is subordinate to the Deed of Trust without any requirement for non-disturbance.

12. Default; Event of Default; Remedies.

12.1 Default; Event of Default. A "**Default**" is defined as a failure by Tenant to comply with or perform any of the terms, covenants or other obligations of Tenant under this Lease. An "**Event of Default**" is defined as the occurrence of one or more of the following Defaults, and the failure of Tenant to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Tenant to make any payment of Rent required to be made by Tenant hereunder within five (5) days of its due date, whether to Landlord or to a third party to provide reasonable evidence of insurance or surety bond required hereunder, or to fulfill any obligation under this Lease that endangers or threatens life or property.

(c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect, and is not promptly corrected.

(d) Tenant violates or fails to observe or perform any covenant contained in Exhibit C attached hereto, and fails to cure the same within any notice or grace period contained in Exhibit C.

(e) A Default by Tenant as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d), (f) and (g), where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Tenant's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Default if Tenant commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion, provided such default is cured within 90 days.

(f) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a "debtor" as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Tenant, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Tenant's assets located at the Premises or of Tenant's interest in this Lease, where possession is not restored to Tenant within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Tenant's assets located at the Premises or of Tenant's interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (f) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(g) The probation, nonrenewal, termination or revocation of the Charter of the School after waiver or exhaustion of any right to appeal; provided that any form of probation shall have a one year period to cure.

12.2 Remedies. Upon the occurrence of any Event of Default, Landlord may with the consent of the Bond Trustee, or shall at the direction of the Bond Trustee, with or without further notice or demand, and without limiting Landlord in the exercise of any right or remedy that Landlord may have by reason of such Event of Default:

(a) Terminate Tenant's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Tenant shall immediately surrender possession to Landlord. In such event Landlord shall be entitled to recover from Tenant: (i) the unpaid Rent that had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent that would have been earned after termination until the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Tenant proves could be reasonably avoided; and (iv) any other amount necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform its obligations under this Lease or that

in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Landlord, the Bond Trustee and the Authority, and that portion of any leasing commission paid by Landlord in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Landlord to mitigate damages caused by Tenant's Event of Default of this Lease shall not waive Landlord's right to recover damages under Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Landlord shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Landlord may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Tenant under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful detainer statute shall run concurrently, and the failure of Tenant to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and an Event of Default under this Lease entitling Landlord to the remedies provided for in this Lease and/or by said statute.

(b) Continue this Lease and Tenant's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Landlord's interests, shall not constitute a termination of Tenant's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Tenant's right to possession shall not relieve Tenant from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Tenant's occupancy of the Premises.

(d) **Additional Remedies.** In addition to the other remedies provided in this Section 12.2, the Bond Trustee may take and/or exercise any of the following additional remedies:

(i) Exercise the power of sale or foreclose under any Deed of Trust on the Premises and realize upon the security interest in the Trust Estate (including, without limitation, the Revenues) and may exercise all the rights and remedies of a secured party under the California Uniform Commercial Code with respect thereto;

(ii) Enter into the Premises and market the Premises for sale.

(iii) The Bond Trustee may enter into any agreement it deems necessary with any consultant selected for the benefit of Tenant. Such consultant shall be paid by Tenant or with moneys held by the Bond Trustee under the Indenture. Tenant shall follow the recommendations of such consultant.

(e) **Treatment of Funds in Bankruptcy.** Tenant acknowledges and agrees that in the event Tenant commences a case under the United States Bankruptcy Code located at 11 U.S.C. § 101 et. seq. (the "**Bankruptcy Code**") or is the subject of an involuntary case that results

in an order for relief under the Bankruptcy Code: (i) amounts on deposit in any of the funds and accounts established pursuant to the Indenture (“Funds”) are not, nor shall they be deemed to be, property of Tenant’s bankruptcy estate as defined by § 541 of the Bankruptcy Code; (ii) that in no event shall Tenant assert, claim or contend that amounts on deposit in any of the Funds are property of Tenant’s bankruptcy estate; and (iii) that amounts on deposit in any of the Funds are held in trust solely for the benefit of the Registered Owners and the Beneficial Owners, shall be applied only in accordance with the provisions of the Indenture and Tenant has no legal, equitable nor reversionary interest in, or right to, such amounts.

(f) **Confession of Judgment.** In the event that the Tenant fails to pay when due any amount required to be paid under Lease, the Bond Trustee shall as allowed by state law confess judgment against the Tenant in favor of the Bond Trustee for the full amount due under this Lease plus court costs and reasonable attorneys’ fees incurred to confess judgment.

12.3 Default Interest. Any monetary payment due Landlord hereunder not received by Landlord when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest computed at the rate of 10% per annum (but not in excess of the maximum rate allowed by law) (“**Default Interest Rate**”) from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. Such interest shall be payable in addition to any late charges or default rate due under the Bonds, to the extent Tenant is liable for the payment thereof.

12.4 Landlord Self Help. If Tenant fails to perform any of its affirmative duties or obligations, Landlord may, at its option, perform such duty or obligation on Tenant’s behalf including, but not limited to, the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Tenant shall pay to Landlord the costs and expenses incurred by Landlord in such performance upon receipt of an invoice therefor.

13. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively “**Condemnation**”), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Bond Documents, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Tenant’s use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Landlord and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Landlord. Subject to the terms of the Bond Documents, all Condemnation awards and/or payments shall be the property of Landlord.

14. Estoppel Certificates. Each Party (as “**Responding Party**”) shall within ten (10) days after written notice from the other Party (the “**Requesting Party**”) execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current “**Estoppel Certificate**” form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. Definition of Landlord. The term “**Landlord**” as used herein shall mean the owner or owners at the time in question of Landlord’s interest under this Lease. Upon any transfer of such interest in the Premises, the prior Landlord shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the succeeding Landlord. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Landlord shall be binding only upon Landlord as hereinabove defined.

16. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. Days. Unless otherwise specifically indicated to the contrary, the word “days” as used in this Lease shall mean and refer to calendar days. “**Business Day**” means any day other than a Saturday, a Sunday or a day on which banking institutions in the city in which the Principal Corporate Trust Office is located are authorized or obligated by law or executive order to be closed.

18. Limitation on Liability. The obligations of Landlord under this Lease shall not constitute personal obligations of Landlord, and Tenant shall look to the Premises, and to no other assets of Landlord, for the satisfaction of any liability of Landlord with respect to this Lease. No member, officer, agent or employee of the Authority or any director, officer, agent or employee of the Bond Trustee, Landlord or Tenant shall be individually or personally liable for the payment of any amounts hereunder or be subject to any personal liability or accountability by reason of the execution and delivery of this Lease; but nothing herein contained shall relieve any such member, director, officer, agent or employee from the performance of any official duty provided by law or this Lease.

19. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. No Prior or Other Agreements. Subject to the terms of the Bond Documents, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of this Lease will not, to the best of the Party’s knowledge, constitute a violation under any material agreements to which such Party is a party.

21. Notices.

21.1 Notice Requirements. Unless otherwise provided herein, all notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when delivered (or refused for delivery) at the appropriate notice address (a) if hand delivered or delivered by courier or (b) if mailed by first class certified mail, postage prepaid, return receipt requested. Any telecopy or other electronic transmission received by any party after 4:00 p.m., local time, as evidenced by the time shown on such transmission, shall be deemed to have been received the following Business Days. The parties listed below may, by notice given hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent. Any notice required or permitted hereunder shall be directed to the following notice address:

21.2 Addresses.

The Landlord:

Orange Springs Facilities LLC
27740 Jefferson Avenue
Temecula, California 92590
Attention: Superintendent

The Tenant:

Citrus Springs Charter School, Inc.
27740 Jefferson Avenue
Temecula, California 92590
Attention: Superintendent

The Bond Trustee:

U.S. Bank Trust Company, National Association
633 West Fifth Street, 24th Floor
Los Angeles, California 90071

The Authority

California School Finance Authority
300 S. Spring Street, Suite 8500
Van Nuys, CA 91405
Attn: Katrina Johantgen

22. Waivers. No waiver by Landlord of the Default or Event of Default of any term, covenant or condition hereof by Tenant, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Event of Default by Tenant of the same or of any other term, covenant or condition hereof.

23. No Right To Holdover. Tenant has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Tenant holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Landlord to any holding over by Tenant.

24. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Tenant are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the

plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Orange; provided, that any litigation in which the Authority is a party concerning this Lease shall be initiated in Orange County, California.

27. Landlord's Access; Showing Premises; Repairs. Landlord shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after two (2) Business Days' prior notice for the purpose of inspecting the Premises, verifying compliance by Tenant with this Lease, showing the Premises to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Landlord may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises as long as there is no material adverse effect to Tenant's use of the Premises, or exercising its self-help rights under Section 12.4.

28. Quiet Possession. Subject to payment by Tenant of the Rent and performance of all of the covenants, conditions and provisions on Tenant's part to be observed and performed under this Lease, Tenant shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

29. Counterparts. This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

30. Amendments. Subject to the terms of the Bond Documents, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification and only with the consent of the Bond Trustee, if any of its obligations are adversely affected thereby. As long as they do not materially change Tenant's obligations hereunder, Tenant agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

31. Limitation of Rights to Parties. Except as otherwise provided herein and in the Bond Documents, nothing in this Lease is intended or shall be construed to give to any person other than Landlord and Tenant any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Landlord and Tenant.

32. CASp Disclosure. California Civil Code Section 1938 requires Landlord to notify Tenant whether the Premises has undergone inspection by a Certified Access Specialist ("CASp"), as defined in California Civil Code Section 55.52. Landlord hereby states to Tenant that, as of the date this Lease is executed, the property of which the Premises is a part has not undergone such inspection. A CASp can inspect the Premises and determine whether the Premises comply with all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, Landlord may not prohibit Tenant from obtaining a CASp inspection of the Premises for the occupancy or

potential occupancy of Tenant, if requested by Tenant. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises.

33. Pledge and Security Interest. To secure the payment and performance of its obligations hereunder, Tenant hereby pledges to Landlord and grants Landlord a security interest in the Gross School Revenues. From time to time, Tenant may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of Tenant under this Lease and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Landlord under this Lease shall have no recourse under this Lease to, any funds or assets of Tenant to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets. For purposes of this Lease, **“Gross School Revenues”** shall have the meaning set forth in Exhibit C hereto. The Tenant expressly authorizes the Bond Trustee to file an initial UCC financing statement and continuation statements in order to perfect the security interest in the Gross School Revenues pledged under the terms of this Lease which provide the payments necessary to pay the Bonds.

34. Limitation of Recourse.

(a) Notwithstanding anything in this Lease to the contrary, Tenant’s obligation to pay the Rent and the other monetary payments provided for in this Lease to any person, including the Landlord, the Authority, or the Bond Trustee, and their respective successors and assigns, shall be limited to, and shall not exceed, the Gross School Revenues, if any, and under no circumstances shall Tenant be required to advance any moneys derived from any source of income other than, or pay Rent or any other monetary obligation under this Lease that is in excess of, the Gross School Revenues, nor shall any other funds or property of Tenant be liable for the payment of Rent or any other monetary obligation under this Lease, and such persons shall look exclusively thereto for satisfaction of any claims hereunder. Landlord covenants that Landlord shall not take recourse against Tenant with respect to the failure by Tenant to make any payment under this Lease except recourse to the Gross School Revenues.

(b) Nothing contained in this Section shall be construed to release Landlord from the performance of any of the agreements on its part herein contained, and in the event Landlord shall fail to perform any such agreements on its part, Tenant may institute such action against Landlord as Tenant may deem necessary to compel performance so long as such action does not abrogate the obligations of Tenant contained in the first sentence of this Section. Tenant may, however, at Tenant’s own cost and expense and in Tenant’s own name or in the name of Landlord prosecute or defend any action or proceeding or take any other action involving third persons which Tenant deems reasonably necessary in order to secure or protect Tenant’s right of possession, occupancy and use hereunder, and in such event Landlord hereby agrees to cooperate fully with Tenant and to take such action necessary to effect the substitution of Tenant for Landlord in such action or proceeding if Tenant shall so request.

(Signatures on next page)
(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

LANDLORD

ORANGE SPRINGS FACILITIES LLC,
a California limited liability company

By: CITRUS SPRINGS CHARTER SCHOOL, INC., a
California nonprofit public benefit corporation, its Sole
Member

By: _____
Name: Kathleen Hermsmeyer, Ed. D.
Title: Superintendent

TENANT

CITRUS SPRINGS CHARTER SCHOOL, INC.,
A California non-profit public benefit corporation

By: _____
Name: Amy Podratz
Title: Assistant Superintendent, Administrative Operations

**EXHIBIT A
LEGAL DESCRIPTION**

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA AND IS DESCRIBED AS FOLLOWS:

PARCEL 1 OF THAT CERTAIN VOLUNTARY LOT MERGER NO. 2021-01 IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA, RECORDED OCTOBER 29, 2021, AS INSTRUMENT NO. 2021000659355 OF OFFICIAL RECORDS, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE EASTERLY LINE OF SANTA ANA GRAND AVENUE TRACT, AS SHOWN ON A MAP RECORDED IN BOOK 26, PAGE 54 OF MISCELLANEOUS RECORDS OF LOS ANGELES COUNTY, CALIFORNIA, SOUTH 0° 01' 35" EAST, 569.33 FEET FROM THE SOUTHEAST CORNER OF LOT 85 OF SAID SANTA ANA GRAND AVENUE TRACT, SAID POINT BEING ALSO THE NORTHEAST CORNER OF THE LAND DESCRIBED IN THE DEED TO T. L LINDLEY AND WIFE, RECORDED NOVEMBER 22, 1922 IN BOOK 445, PAGE 1 OF DEEDS, RECORDS OF THE COUNTY OF ORANGE, STATE OF CALIFORNIA; THENCE SOUTH 89° 59' 25" WEST, 200.42 FEET ALONG THE NORTHERLY LINE OF THE LAND OF LINDLEY TO A POINT IN THE EASTERLY LINE OF THE RIGHT OF WAY FOR GRAND AVENUE; AS SAID RIGHT OF WAY IS DESCRIBED IN BOOK 762, PAGE 75 OF OFFICIAL RECORDS; THENCE NORTH 1° 10' 30" EAST, 180.03 FEET ALONG SAID EASTERLY LINE OF GRAND AVENUE TO THE TRUE POINT OF BEGINNING, SAID POINT ALSO BEING THE SOUTHWEST CORNER OF PARCEL 1 OF PARCEL MAP 4076 IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA, RECORDED MAY 6, 1971 IN BOOK 35, PAGE 48 OF PARCEL MAPS OF SAID ORANGE COUNTY; THENCE CONTINUING ALONG SAID LAST MENTIONED EASTERLY LINE OF GRAND AVENUE, NORTH 1° 10' 30" EAST, 145.04 FEET TO THE NORTHWEST CORNER OF THE LAND DESCRIBED IN DEED TO N. F. BRUMUND AND WIFE, RECORDED OCTOBER 24, 1946 IN BOOK 1460, PAGE 62 OF OFFICIAL RECORDS OF SAID ORANGE COUNTY; THENCE CONTINUING ALONG THE EASTERLY LINE OF GRAND AVENUE ; AS SAID RIGHT OF WAY IS DESCRIBED IN AN INSTRUMENT RECORDED JUNE 14, 1935 IN BOOK 762, PAGE 75 OF OFFICIAL RECORDS; NORTH 1° 10' 30' EAST 43.86 FEET TO A POINT TANGENT TO A CURVE, CONCAVE TO THE SOUTHEAST AND HAVING A RADIUS OF 1960 FEET, A RADIAL LINE PASSING THROUGH SAID TANGENT POINT BEARS SOUTH 88° 49' 30" EAST; THENCE NORTHERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 0° 37' 06" A DISTANCE OF 21.15 FEET TO A POINT ON A RADIAL LINE PASSING THROUGH SAID POINT BEARS SOUTH 88° 12' 24" EAST; THENCE NORTH 89° 59' 25" EAST, 192.12 FEET TO A POINT IN THE EASTERLY LINE OF THE SAID SANTA ANA GRAND AVENUE TRACT AS SHOWN ON SAID MAP; THENCE SOUTH 0° 01' 35" EAST ALONG SAID EASTERLY LINE 65 FEET TO THE NORTHEAST CORNER OF SAID LAND OF BRUMUND, THENCE CONTINUING ALONG LAST SAID MENTIONED EASTERLY LINE OF THE SANTA ANA GRAND AVENUE TRACT, SOUTH 0° 01' 35" EAST, 145.00 FEET TO A POINT

DISTANT NORTHERLY 180.00 FEET FROM THE NORTHEAST CORNER OF THE LAND OF LINDLEY; THENCE PARALLEL WITH THE NORTHERLY LINE OF SAID LAND OF LINDLEY, SOUTH 89° 59' 25" WEST, 196.64 FEET, MORE OR LESS, TO THE TRUE POINT OF BEGINNING.

EXCEPTING THEREFROM THE WESTERLY 10.00 FEET THEREOF AS DESCRIBED IN DEED TO THE CITY OF SANTA ANA, A MUNICIPAL CORPORATION RECORDED DECEMBER 28, 1971 IN BOOK 9942, PAGE 5 OF OFFICIAL RECORDS OF ORANGE COUNTY.

ALSO EXCEPTING THEREFROM EXCEPTING THEREFROM THE WESTERLY 10.00 FEET THEREOF AS DESCRIBED IN DEED TO THE CITY OF SANTA ANA, A MUNICIPAL CORPORATION RECORDED MAY 10, 1971 IN BOOK 9633, PAGE 979 OF OFFICIAL RECORDS OF ORANGE COUNTY.

APN: 396-211-44

APN: 396-211-48

APN: 396-211-49

EXHIBIT B
BASE RENT SCHEDULE

EXHIBIT C

Mandatory Covenants

Capitalized terms not otherwise defined in this Exhibit C shall have the meanings ascribed to such terms in the Lease Agreement to which this Exhibit forms a part (the “Lease”).

Tenant shall comply with all obligations imposed or to be imposed on Tenant pursuant to the terms of the Indenture or the Loan Agreement and shall provide to Landlord all reports and information necessary for Landlord to comply with Landlord’s reporting and information obligations under the Loan Agreement and the Indenture. Without limitation on the foregoing, Tenant shall comply with the covenants set forth in Exhibit C to the Loan Agreement, a copy of which is attached hereto as Exhibit C-1 and is incorporated into the Lease by reference.

EXHIBIT C

REQUIRED COVENANTS IN LEASES

The Borrower/Landlord further covenants and agrees that each Lease shall contain the following covenants, in substantially the following form.

Section 1. Organizational Covenants. The Lessee covenants:

- (a) To maintain books and records separate from any other person or entity;
- (b) To maintain its accounts separate from any other person or entity;
- (c) Not to commingle assets with those of any other entity;
- (d) To conduct its own business in its own name;
- (e) To maintain separate financial statements;
- (f) To pay its own liabilities out of its own funds;
- (g) To observe all corporate formalities;
- (h) To maintain an arm's length relationship with its affiliates;
- (i) To pay the salaries of its own employees and maintain a sufficient number of employees in light of its contemplated business operations;
- (j) Not to guarantee or become obligated for the debts of any other entity or hold out its credit as being available to satisfy the obligations of others;
- (k) Not to acquire obligations or securities of its partners, members, or shareholders;
- (l) To allocate fairly and reasonably any overhead for shared office space;
- (m) To use separate stationery, invoices, and checks;
- (n) Not to pledge its assets for the benefit of any other entity or make any loans or advances to any entity;
- (o) To hold itself out as a separate entity;
- (p) To correct any known misunderstanding regarding its separate identity;
and
- (q) To maintain adequate capital in light of its contemplated business operations.

Section 2. Continuing Disclosure. Lessee shall enter into, comply with the terms of, and timely provide the information required in the Continuing Disclosure Agreement, dated as of March 1, 2026, by and among the Borrower, the Lessee, and U.S. Bank Trust Company, National Association, as dissemination agent, as originally executed and as it may be amended from time to time in accordance with the terms thereof.

Section 3. Liquidity Covenant. The Lessee shall calculate Consolidated Days Cash on Hand for the Obligated Group Schools as of the last day of each Fiscal Year, commencing with the later of (i) June 30, 2026, and (ii) the next June 30 commencing after the effective date of such Lease, based upon its audited financial statements for such Fiscal Year and file such reports with Master Trustee. For each calculation date, the Obligated Group Schools will maintain Consolidated Days Cash on Hand as of the last day of each Fiscal Year equal to or greater than 45 days.

“Cash and Cash Equivalents” means the sum of cash, cash equivalents, liquid investments, and unrestricted marketable securities (values at the lower of cost or market value) of the Obligated Group Schools.

“Consolidated Days Cash on Hand” means (i) the sum of Cash and Cash Equivalents of the Obligated Group Schools, as shown on the Lessee’s audited financial statements for each Fiscal Year, and any State payments accrued to such Fiscal Year and scheduled to be received within two months following the end of such Fiscal Year (“Cash on Hand”); divided by (ii) the Average Daily Expenses for Obligated Group Schools (as calculated for the most recent Fiscal Year ending before such date).

“Average Daily Expenses for Obligated Group Schools” means (A) cash requirements during such Fiscal Year related to or payable from revenues attributable to the Obligated Group Schools (excluding from such calculation all depreciation and other non-cash items), and including within such calculation on behalf of the Obligated Group Schools in the aggregate (i) all Operating Expenses for such Fiscal Year for the Obligated Group Schools, (ii) subordinated Support Office Management Fees, and (iii) the annual sum of the Base Rent and School Loan Repayments payable under the Leases and School Loan Agreements, respectively, for all Obligated Group Schools for that fiscal year, divided by (B) 365.

The Lessee will provide a certificate to the Lessor and Master Trustee at the time of delivery of its annual audited financial statements for each Fiscal Year indicating whether the Lessee, on behalf of the Obligated Group Schools, has met the requirement set forth above. If the certificate indicates that such cash balance requirement has not been met, the Lessee covenants to retain an Independent Consultant at the expense of the Lessee, on behalf of the Obligated Group Schools, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the

highest level attainable in such Fiscal Year. The Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. The Lessee will not be obligated to retain such an Independent Consultant on behalf of the Obligated Group Schools more often than once during any 24 month period.

No proceeds of any Short-Term Indebtedness will be considered unrestricted available cash for purposes of such calculation (other than the proceeds of any working capital loans made to bridge deferrals in State payments or start-up loans from the State of California or the California Department of Education).

In the event the Obligated Group Schools fail to have such an amount on deposit, it will not be a default or Event of Default under the Lease.

Section 4. Consolidated Payment Obligation Coverage Covenant. The Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Payment Obligations Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Borrower, and the Master Trustee annually commencing with (i) June 30, 2026, with respect to the Series 2026 Lease, and (ii) with respect to any other Lease, the Fiscal Year ending June 30 of the Fiscal Year in which such Lease is executed. The Lessee also covenants to maintain its Net Operating School Revenue so that its Consolidated Payment Obligations Coverage Ratio at the end of each Fiscal Year is not less than 1.10 to 1.00; provided that, except as provided below, the Lessee's failure to achieve the required Consolidated Payment Obligations Coverage Ratio will not constitute an Event of Default under any Lease or School Loan Agreement if the Lessee promptly engages an Independent Consultant to prepare a report, to be delivered to the Lessee, the Borrower, and Master Trustee within 45 days of engagement, with recommendations for meeting the required Consolidated Payment Obligations Coverage Ratio or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. The Lessee, on behalf of the Obligated Group School, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. The Lessee will not be obligated to retain such an Independent Consultant more often than once during any 24 month period. Notwithstanding the foregoing, the Lessee's failure to achieve a Consolidated Payment Obligations Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under a Lease.

"Expenses" shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Series 2026 Facilities, as determined by standard accounting practices, as further described in the Series 2026 Leases.

"Net Operating School Revenue" means Lessee's Gross School Revenues minus its Operating Expenses; provided, that no determination thereof will take into account: (a)

any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group School Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

“Obligated Group School Indebtedness” means Indebtedness (as such term is defined in the Master Indenture) related to or payable from revenues of the School and to any other charter school operated by the Lessee at the Series 2026 Facility.

“Operating Expenses” means except as provided below, all unrestricted expenses of the Lessee attributable to operations of the School and to any other charter school operated by the Lessee at the Series 2026 Facility, including maintenance, repair expenses, utility expenses, equipment lease and other rental expense (excluding the Base Rent, School Loan Repayments and the Extraordinary Monthly Rent, if any, but including Additional Rent and Expenses), Ground Rent (unless such Ground Rent is expressly subordinated to the payment of amounts due under the Related Supplement), administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned in the Series 2026 Lease, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by the Lessee. “Operating Expenses” shall exclude, however, (i) all subordinated Support Office Fees, (ii) depreciation and amortization, (iii) one-time expenses, and (iv) any expenses which are treated as extraordinary in accordance with generally accepted accounting principles.

“Support Office Agreement” means any agreement between the Lessee and a charter school, including charter schools operated or managed by the Lessee, pursuant to which the Lessee provides administrative services.

“Support Office Management Fees” means all Support Office Fees, if any, paid to the Lessee in connection with management services provided for management services provided and related to or payable from revenues attributable to the Obligated Group Schools and to any other charter school operated by the Lessee on the property subject to the Leases. This fee shall be subordinate to the payment of Rent due under the Leases. Currently, no Support Office Fees are assessed or paid to the Lessee.

Section 5. Lessee Debt Service Coverage Ratio Covenant. Pursuant to the terms of this Lease, the Lessee covenants and agrees to budget for and maintain a Debt Service Coverage Ratio for each Fiscal Year of not less than one point one times (1.10x) (as evidenced by the Lessee's audited financial statements for such Fiscal Year), commencing with the Fiscal Year ended June 30, 2025. The Lessee shall employ its auditor to provide the Trustee by no later than December 15 of each year, commencing December 15, 2026, with a certification of the Debt Service Coverage Ratio as of the end of the preceding Fiscal Year.

If the Debt Service Coverage Ratio for any Fiscal Year, commencing with the Fiscal Year ended June 30, 2026, is less than one point one times (1.10x) for such Fiscal Year (as evidenced by the Lessee's audited financial statements for such Fiscal Year), then, the Lessee shall promptly employ an Independent Consultant to review and analyze the operations and administration of the Lessee, submit to the Lessee, the Borrower and Trustee written reports, and make such recommendations as to the operation and administration of the Lessee as such Independent Consultant deems appropriate, including any recommendation as to a revision of the methods of operation of the Lessee. The Lessee agrees to consider any recommendations by the Independent Consultant and, to the fullest extent practicable and allowed by law and consistent with its covenants hereunder, to adopt and carry out such recommendations.

If the Debt Service Coverage Ratio for any Fiscal Year ending on or after June 30, 2026, is less than one times (1.00x) (as evidenced by the Lessee's audited financial statements for such Fiscal Years), then the Majority Bondholder may either (a) direct the Trustee to declare an Event of Default or (b) direct the Trustee to exercise one or more of the remedies permitted under this Lease. In the absence of Beneficial Owner direction, the Trustee may take the action described in clauses (a) and (b) of the preceding sentence. If Lessee fails to implement the recommendations of the Independent Consultant, to the extent permitted by law, such failure shall constitute an Event of Default under the Lease. Notwithstanding the foregoing, Lessee's failure to achieve a Lessee Debt Service Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under the Lease.

"Debt Service Coverage Ratio" means for any period of time the ratio determined by dividing the Income Available for Debt Service for such period by the Debt Service.

"Debt Service" means, for any period of time, the sum of (a) the interest payable during such period on all Long-Term Indebtedness, excluding interest which is to be paid from capitalized interest on such Long-Term Indebtedness, (b) that portion of the principal amount of all Long-Term Indebtedness maturing on each principal payment date during such period, and (c) that portion of the principal amount of any Outstanding Long-Term Indebtedness of the Lessee that is required to be redeemed or paid from sinking fund installments during such period (together with the redemption premiums, if any, thereon).

"Income Available for Debt Service" means, unless the context provides otherwise,

with respect to the Lessee as to any period of time, its combined excess of revenues over expenses (excluding income from all Irrevocable Deposits), before depreciation, amortization, and interest expense, as determined in accordance with generally accepted accounting principles; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of principal of, redemption premium and interest on Indebtedness or the payment of operating expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

“Indebtedness” means all obligations for borrowed money, installment sales and Capital Leases, incurred or assumed by the Lessee, including Guaranties, Long-Term Indebtedness, Short-Term Indebtedness or any other obligation for payments of principal and interest with respect to money borrowed.

“Capital Lease” means any lease: (a) that provides for title to the leased asset to be transferred to the lessee at the end of the lease term; (b) that provides for the lessee to purchase the leased asset from the lessor at the end of the lease term for a below-market price; (c) for which the lease term (individually or in the aggregate) exceeds 75% of the leased asset’s economic life; or (d) for which the present value of the sum of the lease payments is greater than or equal to 90% of the fair market value of the leased asset; provided that, leases of charter school facilities financed or refinanced the Series 2026AB Bonds are deemed to be Capital Leases.

“Management Agreement” means any agreement between the Lessee and a charter school, including charter schools operated or managed by the Lessee, pursuant to which the Lessee provides management services.

“Gross School Revenues” means all revenue, income, receipts and money received by Lessee or on behalf of Lessee from all lawfully available sources, including from any applicable district or county or from the State pursuant to the Charter School Law from any general purpose entitlement, revenue limit, or State educational funding sources; but excluding gifts, grants, bequests, donations and contributions, to the extent specifically restricted by the donor to a particular purpose inconsistent with their use for Rent payments or operating expenses.

“Guaranty” means all loan commitments and all obligations of the Lessee guaranteeing in any manner whatever, whether directly or indirectly, any obligation of any

other Person that would, if such other Person were the Lessee, constitute Indebtedness.

“Long-Term Indebtedness” means Indebtedness other than Short-Term Indebtedness.

“Permitted Short-Term Indebtedness” means Short-Term Indebtedness incurred by the Lessee for working capital purposes, provided that such Permitted Short-Term Indebtedness, may not exceed 10% of the Operating Expenses for the Fiscal Year prior to the date of calculation.

“Short-Term Indebtedness” means all Indebtedness having an original maturity less than or equal to one year and not renewable at the option of the Lessee for a term greater than one year from the date of original incurrence or issuance unless, by the terms of such Indebtedness, no Indebtedness is permitted to be outstanding thereunder for a period of at least twenty (20) consecutive days during each Fiscal Year.

Section 6. Limitations on Lessee Indebtedness. The Lessee will not incur any Obligated Group School Indebtedness (secured or unsecured), except Obligated Group School Indebtedness with respect to purposes specifically benefiting the Lessee, and except as provided below.

(a) Nonrecourse Indebtedness. To the extent permitted by applicable law and if no Breach under the Series 2026 Lease, or an event that with the giving of notice or passage of time or both would constitute a Breach under the Series 2026 Lease, has occurred and is continuing, the Lessee may incur or assume Nonrecourse Indebtedness (as defined below), but limited with Short-Term Indebtedness (as defined below), and Interim Indebtedness (as defined below) to a total aggregate principal amount outstanding at any time that is not in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) the maximum amount of advance apportionment and principal apportionment due to the Obligated Group Schools in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments (collectively “Maximum Deferred Apportionment”).

“Nonrecourse Indebtedness” means all Obligated Group School Indebtedness with respect to which the obligee is prevented by applicable law or contractual arrangement from exercising recourse, or any other right or remedy exercisable by a creditor, against all or any part of the Premises or the Improvements in order to pay, satisfy or discharge all or any part of the Obligated Group School Indebtedness.

(b) Short-Term Lessee Indebtedness. The Lessee may incur Obligated Group School Indebtedness that is Short-Term Lessee Indebtedness (as defined below) or working capital purposes as in its judgment is deemed expedient, provided that in no event will the

Lessee incur such Short-Term Indebtedness, together with outstanding Nonrecourse Indebtedness and Interim Indebtedness (as defined below) in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

(c) Interim Indebtedness. The Lessee may incur Obligated Group School Indebtedness that is Interim Indebtedness (as defined below) to finance or refinance existing capital needs as in its judgment is deemed expedient, provided that in no event will the Lessee incur Interim Indebtedness, together with outstanding Nonrecourse Indebtedness and Short-Term Indebtedness, on a combined basis, is in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

“Interim Indebtedness” means all Obligated Group School Indebtedness having an original maturity less than or equal to five years and not renewable at the option of the Lessee for a term greater than five years from the date of original incurrence or issuance.

(d) Long-Term Lessee Indebtedness. The Lessee may incur Obligated Group School Indebtedness that is Long-Term Lessee Indebtedness if, prior to the issuance of such Long-Term Lessee Indebtedness, an Independent Consultant selected by the Obligated Group Representative provides a written report to the Lessor and the Master Trustee setting forth projections which indicate that:

(1) the Consolidated Payment Obligations Coverage Ratio for each of the three consecutive full Fiscal Years beginning in the earlier of:

(A) the first full Fiscal Year following the estimated date of completion and initial use of all revenue-producing facilities to be financed with such Additional Indebtedness, based upon a certified written estimated completion date by the consulting engineer for such Facility or Facilities; or

(B) the first full Fiscal Year in which the obligor of such Long-Term Lessee Indebtedness will have scheduled payments of interest on or principal of the Additional Indebtedness to be issued for the payment of which provision has not been made as indicated in the report of such Independent Consultant from proceeds of such Additional Indebtedness, investment income thereon or from other appropriate sources (other than Consolidated Net Operating School Revenue),

taking into account all Outstanding Long Term Indebtedness and the additional Additional Indebtedness to be issued, of not less than 1.20:1.00; and

(2) the Consolidated Payment Obligations Coverage Ratio for the Fiscal Year immediately preceding the assumption of the proposed Additional Indebtedness is calculated to be at least 1.10:1.00 in such Fiscal Year, or would

have been greater than it would otherwise have been, absent such proposed Additional Indebtedness.

The report of the Independent Consultant will take into account, as applicable, (i) the audited results of operations and verified enrollment of the Obligated Group Schools for the most recently completed Fiscal Year, (ii) projected enrollment of the Obligated Group Schools and (3) Gross School Revenues at the completion of such Facility or Facilities financed with such Additional Indebtedness. In addition, the report of the Independent Consultant shall assume that the Long-Term Indebtedness then to be incurred shall have been outstanding for the entire year.

Long Term Lessee Indebtedness may also be incurred for the purpose of refunding any Outstanding Lessee Indebtedness, if prior to the incurrence thereof, there is delivered to the Trustee an Officer's Certificate demonstrating that (i) the maximum annual debt service with respect to all Long-Term Lessee Indebtedness will not increase by more than 10% after the incurrence of such proposed refunding of Long Term Lessee Indebtedness and after giving effect to the disposition of the proceeds thereof; (ii) the total debt service on the Long-Term Lessee Indebtedness being refinanced will not increase by more than 10% after the incurrence of such proposed refunding Long-Term Indebtedness and after giving effect to the disposition of the proceeds thereof; or (iii) the requirements of subsection (a)(1) above are met; provided that the foregoing shall not apply to any refinancing with Balloon Indebtedness.

Short Term Indebtedness may be incurred by any Member as long as the Short-Term Indebtedness is made payable from such Member's Gross Revenues.

Indebtedness consisting of purchase money obligations with respect to any item of equipment related to the Facilities may be incurred without limitation.

Indebtedness consisting of leases (other than those described in the paragraph below) which are considered operating leases under generally accepted accounting principles, the term of which does not exceed two years, may be incurred without limitation.

Leases for a charter school facility the term of which exceeds two years shall be deemed to be Indebtedness and may be incurred only if, prior to the incurrence of such Indebtedness, an Independent Consultant selected by the Borrower provides a written report to the Master Trustee indicating that the Consolidated Payment Obligations Coverage Ratios required to be met under the Long-Term Indebtedness provisions set forth in paragraph (a) above are satisfied, assuming only for the purposes of such calculation that such lease Indebtedness constitutes additional Long-Term Indebtedness.

(e) Facility Leases. Obligated Group School Indebtedness consisting of leases for charter school facilities, the term of which do not exceed two years (including any term extension options), may be incurred without limitation. A lease for a charter school facility

with a term exceeding two years (including any term extension options) shall be considered Long-Term Lessee Indebtedness.

(f) Subordinated Indebtedness. Lessee may incur Obligated Group School Indebtedness that is Subordinated Indebtedness (as defined below) without limitation.

“Lessee Indebtedness” means all obligations for borrowed money, installment sales and capitalized lease obligations, incurred or assumed by the Lessee, including Guaranties, Long-Term Lessee Indebtedness, Short-Term Lessee Indebtedness or any other obligation for payments of principal and interest with respect to money borrowed.

“Long-Term Lessee Indebtedness” means Lessee Indebtedness having an original maturity greater than one year or renewable at the option of the Lessee for a period greater than one year from the date of original incurrence or issuance thereof unless, by the terms of such Lessee Indebtedness, no Lessee Indebtedness is permitted to be outstanding thereunder for a period of at least 20 consecutive days during each calendar year.

“Short-Term Lessee Indebtedness” means all Lessee Indebtedness having an original maturity less than or equal to one year and not renewable at the option of the Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Short-Term Lessee Indebtedness that has been issued as revenue anticipation notes (“RANs”) will not be included or counted as Short-Term Lessee Indebtedness to the extent that the RANs are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANs.

“Subordinated Indebtedness” means Lessee Indebtedness that is subordinate to the obligations of the Lessee under the Leases (as defined in the Master Indenture) and under any other obligations of the Lessee entered into in connection with any Obligations issued under the Master Indenture, the terms of which Lessee Indebtedness provide that no payment may be made to the holder of such Lessee Indebtedness while any event of default has occurred and is continuing with respect to any such obligations.

Section 7. Independent Consultant. In the event that the Lessee is in violation of Section 1 hereof, certain provisions of Section 3 as specified therein, or Section 4 hereof, the Lessee shall promptly employ an Independent Consultant. The Independent Consultant shall review and analyze the financial statements and condition of the Lessee and inspect any Facility, its operation and administration, and submit written reports to the Lessee, the Borrower and Trustee, and make such recommendations as to the operation and administration of the Lessee as such Independent Consultant deems appropriate. The Lessee agrees to consider any recommendations by the Independent Consultant and, to the fullest extent practicable and allowed by law and consistent with its covenants hereunder, to adopt and carry out such recommendations. Upon request from any Holder of Bonds then Outstanding, the Trustee shall furnish a copy of any report of an Independent Consultant delivered pursuant to this Lease to such Holder.

Upon the selection by the Lessee of an Independent Consultant as required under the provisions of a Lease, the lessor thereunder will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (i) include the name of the Independent Consultant and a brief description of the Independent Consultant, (ii) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of the applicable Lease that require the Independent Consultant to be engaged, and (iii) state that the Holder of the Outstanding Related Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the Borrower is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, the Lessee will select another Independent Consultant which may be engaged upon compliance with the procedures described herein.

Section 8. Pledge of Gross School Revenues.

(a) To secure the payment of amounts due under this Lease, and the performance by the Lessee of its other obligations under this Lease, the Lessee hereby pledges and grants to the Borrower a Lien on and security interest in the Gross School Revenues, subject only to Permitted Liens. From time to time, the Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of the Lessee under the Leases and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Borrower under the Leases shall have no recourse under the Leases to, any funds or assets of the Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

(b) As security for the payment of amounts due under the Loan Agreement, the Borrower has assigned to the Trustee certain of its rights under this Lease, including the right to receive payments hereunder; and the Lessee hereby assents to such assignment as set forth in the Loan Agreement and Deeds of Trust and agrees to make payments from Gross School Revenues or other funds of the Lessee directly to the Trustee, without defense

or set off by reason of any dispute among the Lessee and the Borrower or the Trustee. By virtue of such assignment and certain obligations of the Lessee to the Trustee, the Trustee shall be a third party beneficiary of this Lease and shall have the right to enforce the obligations of the Lessee hereunder, subject to the limitations hereof.

(c) The Lessee shall execute and cause to be filed and continued any Uniform Commercial Code financing statements, and shall execute and deliver such other documents (including, but not limited to, continuation statements) as may be necessary or reasonably requested by the Borrower, the Authority or the Trustee in order to perfect or maintain as perfected such security interest or give public notice thereof.

Section 9. Use of Public Moneys. The Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the Obligated Group School a violation or breach of any California statute, rule or regulation governing the use of those moneys. In addition, the Authority will be a Third Party Beneficiary under the Series 2026 Lease with respect to this provision.

Section 10. Use of Intercept Moneys. The Lessee covenants that all funds subject to an Intercept shall only be transferred to a Related Bonds Trustee for Related Bonds issued by the Authority.

Section 11. Financial Reporting. Upon written request of the Borrower, the Trustee or Master Trustee, the Lessee agrees to provide the following information:

(a) If the Lessee is undertaking any construction at the Series 2026 Facility, not later than 60 days after the end of each fiscal quarter of Lessee, commencing March 31, 2026, a construction progress report with respect to such construction, until such construction is substantially complete.

(b) Quarterly unaudited financial information and operating data of the Obligated Group School not later than 60 days after the end of each quarter, commencing with the quarter ending March 31, 2026.

(c) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending March 31, 2026, a report of the Obligated Group School's quarterly enrollment data by grade for the previous fiscal quarter.

(d) Once adopted, a copy of the annual budget of the Obligated Group School for the subsequent Fiscal Year.

(e) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending March 31, 2026, a year to date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable fiscal year.

(f) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending March 31, 2026, a copy of any recommendations of any Independent Consultant received in accordance with the Master Indenture pursuant to the Liquidity Covenant and Consolidated Payment Obligations Coverage Ratio covenant under the Series 2026 Lease described above.

(g) Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2026, copies of the audited financial statements of the Lessee and the Obligated Group Schools for the prior fiscal year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

(h) Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2026, the certifications and calculations of the Consolidated Days Cash on Hand for the Obligated Group Schools and the Consolidated Payment Obligations Coverage Ratio for each School as described in the Liquidity Covenant and Consolidated Payment Obligations Coverage Ratio covenant under the Series 2026 Lease described above.

(i) Such other information as may be reasonably requested by the applicable Borrower, the Authority, the Trustee or the Master Trustee.

Section 12. Subordination of Support Office Fees. If an Obligated Group School enters into a Support Office Agreement for the payment of Support Office Fees to the Lessee or any supporting organization of the Lessee under Internal Revenue Code Section 509(a)(3), or any of their respective affiliates, with respect to the Obligated Group School, the Lessee will amend any such Support Office Agreement for the Obligated Group School such that, so long as Bonds remain outstanding: (i) the obligation of the Lessee to pay Support Office Fees relating to the Obligated Group School will be subordinate to its payment of operating expenses of the Obligated Group School and rent payments to the Borrower under the Series 2026 Lease; (ii) the obligation of the Lessee to pay Support Office Fees relating to the Obligated Group School will be suspended for any such time as the payment of Support Office Fees would cause the Lessee to fail to meet any of the financial covenants contained in the Master Indenture; and (iii) during any period of time when Support Office Fees remain unpaid, such fees will accrue without interest. If the Lessee has not engaged a separate administrative services provider with respect to the Obligated Group School, the Lessee agrees that it will not apply any Gross School Revenues to costs and expenses of administrative services unless and until all Rent is fully paid and the Loan is not in default.

Section 13. Extraordinary Monthly Rent. In the event that the Lessee receives a notice (an “Extraordinary Monthly Rent Notice”) from either the Lessor or the Bond Trustee stating that the Bond Trustee has not received the payment of Rent or School Loan Repayment with respect to the Project on or before that date that such required payment is

due, then the Lessee shall pay the Extraordinary Monthly Rent to the Bond Trustee within three business days after the Lessee's receipt of the Extraordinary Monthly Rent Notice. The Lessor shall covenant to immediately provide the Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture.

“Extraordinary Monthly Rent” means the amount set forth in such Extraordinary Monthly Rent Notice, which shall be the Lessee's Proportionate Share of the Extraordinary Monthly Rent.

“Proportionate Share” means the amount required to be paid by Lessee to ensure that all of the required Rent and School Loan Repayments with respect to all of the Related Projects have been timely made.

Section 14. Limitation on Liens on Gross School Revenues. Except as provided in the Lease or School Loan Agreement, the Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon the Gross School Revenues, except Permitted Liens (as defined in the Master Trust Indenture).

Section 15. Approval of Consultants. Whenever a Lease or a School Loan Agreement provides for the retention or engagement of an Independent Consultant by the Lessee, such Independent Consultant will be engaged in the manner as set forth herein.

Upon the selection by the Lessee of an Independent Consultant as required under the provisions of the Lease, the Lessor will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (i) include the name of the Independent Consultant and a brief description of the Independent Consultant, (ii) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of the Lease that require the Independent Consultant to be engaged, and (iii) state that the Holder of the Outstanding Related Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the applicable Lessor is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, the Lessee will select another

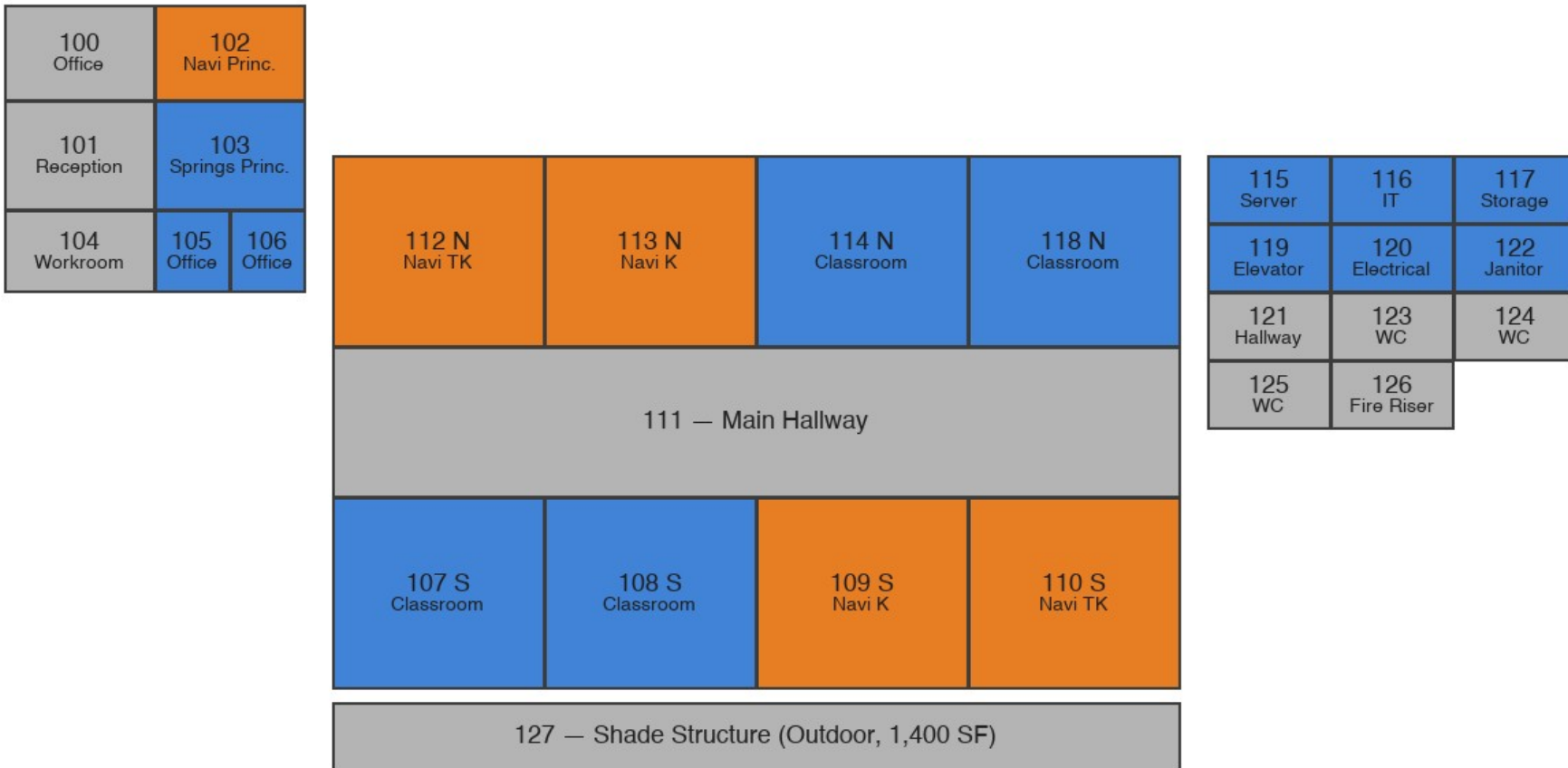
Independent Consultant which may be engaged upon compliance with the procedures described herein.

EXHIBIT B

MAP OF SUBLEASE PREMISES

First Floor — Color-Coded Usage

■ Springs
 ■ Navigator
 ■ Shared
 ■ Split 50/50



Navigator shall have use of 58.5% of the shared use spaces on the Premises. The schedule of shared use shall be negotiated between the Parties.

Second Floor — Color-Coded Usage

■ Springs ■ Navigator ■ Shared ■ Split 50/50



\$20,545,000
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(ORANGE SPRINGS OBLIGATED GROUP)
SERIES 2026A

\$540,000
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(ORANGE SPRINGS OBLIGATED GROUP)
SERIES 2026B (TAXABLE)

CLOSING CERTIFICATE OF NAVIGATOR SCHOOLS

April 2, 2026

The undersigned hereby certifies, as of April 2, 2026, that they are the Chief Executive Officer and Superintendent of Navigator Schools (the “Navigator”), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”).

This certificate is being delivered by Navigator in connection with the issuance by the California School Finance Authority (the “Authority”) of its Charter School Revenue Bonds (Orange Springs Obligated Group), Series 2026A (Tax-Exempt) (the “Tax-Exempt Bonds”), and its Charter School Revenue Bonds (Orange Springs Obligated Group), Series 2026B (Taxable) (collectively with the Tax-Exempt Bonds, the “Bonds”).

It is hereby certified that:

1. Attached hereto as Exhibit A is a true and correct copy of the Resolution of the Board of Directors of Navigator, duly adopted on March 9, 2026 (the “Resolution”). Said Resolution has not been amended, altered or repealed and is in full force and effect on the date hereof; and said Resolution was duly adopted in accordance with the law and the articles of incorporation, bylaws and charter approved for Navigator (the “Charter”).

2. The following documents as dated and as between and among the parties of which this Certificate is a part (the “Navigator Documents”) have been duly authorized, executed and delivered by, in the name of and on behalf of Navigator, pursuant to and in full compliance with authority granted by the Board of Directors of Navigator and the Resolution referred to in paragraph 1 above, and have not been amended, modified or rescinded as of the date hereof.

DOCUMENT	DATED DATE	PARTIES
Affiliation Agreement	March 11, 2026	Navigator; and Citrus Springs Charter School, Inc.
Sublease Agreement	April 1, 2026	Navigator; and Citrus Springs Charter School, Inc.
Subordination and Attornment Agreement	April 1, 2026	Navigator; Citrus Springs Charter School, Inc., and U.S. Bank Trust Company, National Association, as trustee for the Bonds.
Closing Certificate of Navigator	April 2, 2026	Navigator

3. The form, terms and provisions of Navigator Documents are hereby, in all respects, approved.

4. To the best of my knowledge, no events have occurred or failed to occur which, with the lapse of time or the giving of notice, or both, would constitute or result in default in the performance of any of Navigator’s warranties, representations or undertakings contained in any of Navigator Documents.

5. All conditions required to be satisfied or performed under the terms of Navigator Documents by Navigator, have been duly satisfied and performed.

6. Navigator is a nonprofit public benefit corporation duly organized and validly existing under the laws of the State of California. Navigator has full power and authority to engage in the business and activities conducted or proposed to be conducted by it as contemplated by the Navigator Documents, to execute and deliver Navigator Documents, to perform its obligations thereunder and to execute and deliver such other documents as may be reasonably necessary to perform its obligations under Navigator Documents.

7. Navigator has duly authorized the execution and delivery of Navigator Documents, and it has obtained all necessary consents and/or approvals to carry out its obligations under the same and by doing so is not in violation of or in default under (i) any of the terms or provisions of its articles, bylaws or Charter, or any indenture, mortgage, lien, agreement, contract, deed, lease, loan agreement, note, order, judgment, decree or other instrument or restriction of any kind or character to which it is a party or by which it or its properties are bound, or to which it or any of its assets are subject, or (ii) to the best of its knowledge, any constitutional or statutory provision or order, rule, regulation, decree, or ordinance of any court, government, or governmental body to which Navigator or any of its properties is subject, wherein a default or violation of any of the above in (i) or (ii) would adversely affect the transactions contemplated by or the validity of Navigator Documents; and the execution and delivery of Navigator Documents and compliance with the terms, conditions and provisions of Navigator Documents will not conflict with, result in the breach of, or constitute a default under any of the foregoing.

8. The representations and warranties of Navigator contained herein and in Navigator Documents are true and accurate on and as of the date hereof. Navigator has complied or is presently in compliance with agreements and has satisfied all conditions on its part to be observed or satisfied under Navigator Documents at or prior to the date hereof. Subsequent to the dates of which information is given by Navigator for use in the Limited Offering Memorandum related to the Bonds and prior to and including the date hereof, there has been no material adverse change in the financial position or results of operation or results of operations of Navigator, whether or not arising from transactions in the ordinary course of business, nor has Navigator incurred any material liability except as otherwise described in the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum.

9. Except as described in the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum, there is no legal action, suit, proceeding, inquiry, or investigation at law or in equity, before or by any court, agency, arbitrator, public board, or body or other entity or person, pending or, to Navigator's knowledge, overtly threatened against or affecting Navigator, nor is there any basis therefor, which would in any way contest the organization or existence of Navigator or the ability of the officers and directors of Navigator to act on behalf of Navigator, or (iii) which would contest or have a material and adverse effect upon (A) the due performance by Navigator of the transactions contemplated by the Navigator Documents, (B) the validity or enforceability of the Navigator Documents or any other agreement or instrument to which Navigator is a party and that is used or contemplated hereby or thereby, or wherein an unfavorable decision, ruling, or finding would have a material adverse effect upon the financial condition or operations of Navigator. Navigator is not subject to any judgment, decree, or order entered in any lawsuit or proceeding brought against it that would have a material adverse effect upon the financial conditions or operations of Navigator.

10. The Articles of Incorporation and Bylaws of Navigator attached hereto as Exhibit B are true, correct, complete and in full force and effect as of this date without further amendment and no proceedings for the liquidation or dissolution of Navigator have been instituted or are pending or to the best of Navigator's knowledge threatened.

11. Attached hereto as Exhibit C are the Certificate of Status and Entity Status Letter of Navigator in the State of California, which certificates have not been revoked as of the date hereof and no proceedings have been instituted or to the knowledge of Navigator are threatened which would jeopardize the standing of Navigator as set forth in such Certificates.

12. Attached hereto as Exhibit D is the Charter of Navigator with the Authority for Navigator's operations at the property subject to the Sublease Agreement. Such contract has not been revoked as of the date hereof and no proceedings have been instituted or to the knowledge of Navigator are threatened which would jeopardize the charter school operations of Navigator at the property subject to the Sublease Agreement.

13. Attached hereto as Exhibit E is the 501(c)(3) Determination Letter indicating that the Internal Revenue Service has determined that Navigator is exempt from federal income tax. Such determination has not been revoked as of the date hereof and no proceedings have been instituted or to the knowledge of Navigator are threatened which would jeopardize the tax-exempt status of Navigator. Navigator is in compliance with the terms, conditions, and limitations in such letter. The facts and circumstances that form the basis of such determination as represented to the Internal Revenue Service, substantially continue to exist.

14. Navigator is organized and operated exclusively for educational and charitable purposes and not for pecuniary profit, and no part of the assets or income of Navigator inures to the benefit of any person. Navigator is not engaged in any trade or business that is not directly related to its educational and charitable purposes. Navigator has never participated or intervened in any political campaign, including by making or distributing written or oral statements, on behalf of or in opposition to any candidate for political office.

15. Navigator intends to use the facilities subject to the Sublease Agreement only for the purposes stated in Navigator Documents, which purposes are directly related to Navigator’s educational and charitable purposes. Consummating the transactions contemplated by Navigator Documents will not cause the assets or income of Navigator to inure to the benefit of any person.

16. Navigator has no “unrelated business taxable income” as defined in Section 512 of the Code which could have a material adverse effect on its tax-exempt status or which, if such income were subject to federal income taxation, would have a material adverse effect on its condition, financial or otherwise.

17. Navigator agrees that it will not carry on or permit to be carried on at the facility subject to the Sublease Agreement other than as contemplated by the Affiliation Agreement.

18. The following persons have been duly authorized to execute documents on behalf of Navigator in the capacity indicated:

NAME	TITLE
[]	[]
[]	[]

19. This Certificate may be relied upon by the Authority, the Bond Trustee, Stifel, Nicolaus & Company, Incorporated, Young, Minney & Corr, LLP, as Borrower’s Counsel, Stradling Yocca Carlson & Rauth LLP and Kutak Rock LLP.

[REMAINDER OF PAGE LEFT BLANK]

IN WITNESS WHEREOF, the undersigned has executed and delivered this Certificate as of the date as first written above.


NAVIGATOR SCHOOLS, a California nonprofit
public benefit corporation

By  _____
Caprice Young
Chief Executive Officer and Superintendent

[Signature Page to Closing Certificate of Navigator]

IN WITNESS WHEREOF, the undersigned has executed and delivered this Certificate as of the date as first written above.

NAVIGATOR SCHOOLS, a California nonprofit
public benefit corporation

By  _____
Caprice Young
Chief Executive Officer and Superintendent

[Signature Page to Closing Certificate of Navigator]

EXHIBIT G

\$20,545,000

**CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(ORANGE SPRINGS OBLIGATED GROUP)
SERIES 2026A**

TENANT'S TAX CERTIFICATE

On this 2nd day of April, 2026, Navigator Schools, Inc., a California nonprofit public benefit corporation (the "Tenant") acting by and through its authorized representatives, hereby certifies and represents, after due investigation, the following:

1. GENERAL MATTERS.

1.1 Capitalized Terms. Capitalized terms used herein, unless otherwise defined, shall have the same meaning as set forth in the Tax Certificate to which this certificate is attached.

1.2 Nature of Tenant. The Tenant is a duly organized California nonprofit corporation, validly existing and in good standing.

1.3 Transaction. The Tenant is familiar with the Obligations that are being issued and has read the Tax Certificate attached hereof. The Tenant agrees to cooperate with the Issuer, abide by the terms of the Tax Certificate, and hereby represents that the facts and expectations relating to the Tenant provided in the Tax Certificate are true, correct and complete. All representations stated herein are only with respect to the period in which the Tenant has the right to use the Project and only with respect to the portions of the Project leased to the Tenant.

1.4 Representations and Warranties. To the best knowledge of the Tenant, each of the representations and warranties of the Tenant contained in this certificate, dated as of April 2, 2026, executed by the Tenant (the "Tenant's Tax Certificate"), are true, correct and complete in all material respects as of the date hereof.

2. PRIVATE ACTIVITY BOND REQUIREMENTS; 501(C)(3) STATUS; USE OF PROCEEDS; USE.

2.1 Tax-Exempt Status. The Tenant is an organization described in Section 501(c)(3) of the Code and exempt from federal income tax under Section 501(a) of the Code (other than unrelated business taxable income), and the Tenant at all times will take appropriate action to maintain its status under said sections of the Code or corresponding provisions of federal income tax law, as applicable.

2.1.1 Receipt of Determination Letter. The Tenant is an organization described in Section 501(c)(3) of the Code or corresponding provisions of prior law, as set forth in a determination letter, issued by the Internal Revenue Service. Said determination letter has not been

modified, limited or revoked as to the Tenant. A copy of said letter is a part of the transcript with respect to the issuance of the Obligations.

2.1.2 Maintenance of 501(c)(3) Status. The Tenant is in compliance with the terms, conditions and limitations in the determination letter referred to in this Certificate, and the facts and circumstances that form the basis of said letter, as represented to the Internal Revenue Service, continue substantially to exist and no other material facts or circumstances have arisen which could adversely affect the determination in such letter(s). The Tenant will take all actions reasonably necessary to maintain its status as such an organization and its exemption from federal income tax under said Section of the Code or corresponding provisions of future federal income tax laws at all times until the Obligations have matured or been paid in full. No proceedings are pending or, to the Tenant's knowledge, threatened or in any way contesting or affecting the Tenant's status as an organization described in Section 501(c)(3) of the Code, as applicable, or that would subject any income of the Tenant to federal income taxation to such extent as would result in loss of exclusion from gross income of interest with respect to the Obligations for federal income tax purposes. The Tenant is not under examination or audit by the Internal Revenue Service, nor has received written or oral notice from the Internal Revenue Service of a proposed examination or audit thereby, with respect to any fiscal year of the Tenant.

2.1.3 Reserved.

2.1.4 Organization. The organizing documents of the Tenant provide, in substance, that the property of the Tenant is irrevocably dedicated to charitable purposes and that no part of the net earnings of the Tenant shall inure to the benefit of any private person. The organizing documents of the Tenant provide that, upon the dissolution of the Tenant, the assets thereof will be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for religious, charitable, scientific or hospital purposes and which has established its tax exempt status under Section 501(c)(3) of the Code or any successor Code section thereto.

2.1.5 Tax Returns. The Tenant represents, warrants and covenants that so long as it may utilize the Project, the Tenant will timely file all required federal, state and local tax returns and reports for each year of its operations, including any and all filings required to maintain its tax-exempt status pursuant to the terms of its determination letter(s).

2.1.6 Related Party Transactions. The Tenant represents that it (or a related party) has not and will not make loans on advances at less than prevailing interest rates to corporate officers or members of the Tenant's governing board, other than as permitted under the Code and other applicable law. The Tenant has not acted and will not act as a guarantor for any loan by banks (or other parties) to corporate officers or members of the Tenant's, governing board, other than as permitted under the Code and other applicable law. There have not been and will be no transactions between the Tenant and its governing board members, key members of the Tenant's administration or businesses controlled directly or indirectly by any of it, other than as permitted under the Code and other applicable law.

None of the funds of the Tenant are to be used to pay personal or business expenses of governing board members, or key members of the Tenant's administration, except as permitted under the Code and other applicable law. The Tenant has not and will not make any of its facilities available for use by any person or entity on a basis other than full compensation to the Tenant, except for minor and limited uses permitted under applicable law.

2.2 Use of Proceeds.

2.2.1 No Private Use. Absent an opinion of Bond Counsel that the exclusion from gross income of interest with respect to the Obligations will not be adversely affected for federal income tax purposes, the Tenant will not use any of the proceeds of the Obligations in any activity or activities that constitute Private Use (as defined in Section 2.2.1 below). Absent an opinion of Bond Counsel that the exclusion from gross income of interest with respect to the Obligations will not be adversely affected for federal income tax purposes, no contracts causing the proceeds of the Obligations to be used for a Private Use will be entered into by the Tenant.

2.2.2 Use of Proceeds for Exempt Purposes. Absent an opinion of Bond Counsel that the exclusion from gross income of interest with respect to the Obligations will not be adversely affected for federal income tax purposes, the portions of the Project leased by the Tenant will be used for activities directly related to the exempt purposes of the Tenant and the Nonprofit and not associated with any “unrelated trade or business” within the meaning of Section 513(a) of the Code and not in a Private Use.

2.3 Use of the Project.

2.3.1 Definition of Private Use. For purposes of this Certificate, the term “Private Use” means any activity or activities that constitute a trade or business or group of trades or businesses by persons or entities other than organizations described in Section 501(c)(3) of the Code or governmental entities. The leasing of property financed with proceeds of the Obligations (other than on a short-term basis for a term of (i) no more than 200 days pursuant to a generally applicable rate scale available to natural persons where there is no option to renew the lease or (ii) pursuant to a specially negotiated arrangement for no more than fifty days) or the access of or use by a person or entity other than an organization described in Section 501(c)(3) of the Code or a governmental unit to property or services on a basis other than as a member of the general public shall constitute a Private Use. Notwithstanding the above, a Private Use does not include an occasional use by an organization not described in Section 501(c)(3) of the Code which meets the requirements of the “short-term exception” described in the previous sentence provided such activity does not constitute an unrelated trade or business of the Tenant within the meaning of Section 513(a) of the Code. The term “Private Use” shall also include any unrelated trade or business (within the meaning of Section 513 of the Code) of the Tenant or any other charity utilizing the Project.

2.3.2 Management Contracts. With respect to management and service contracts, the determination of whether a particular use constitutes Private Use under this Tax Certificate shall be determined on the basis of applying the relevant sections of the Treasury Regulations and Revenue Procedure 2017-13. The Tenant represents, warrants and covenants that absent an opinion of Bond Counsel that the exclusion from gross income of interest with respect to the Obligations will not be adversely affected for federal income tax purposes, that no portion of the proceeds it derives from the sale of the Obligations will be used to provide property subject to contracts or other arrangements with persons or entities engaged in a trade or business (other than governmental units) that involve the management of property or the provision of services with respect to property financed by proceeds of the Obligations that do not comply with the standards of the Treasury Regulations or Revenue Procedure 2017-13.

2.3.3 No Unrelated Trade or Business Use. For purposes of this Tax Certificate, the use of any proceeds of the Obligations or any portion of the Project for any trade or business

unrelated to the exempt purposes of the Tenant and the Nonprofit under the Affiliation Agreement (under Section 513(a) of the Code) shall be treated as a Private Use and, therefore, shall be subject to the above restrictions relating to Private Use.

2.3.4 Operation of the Project. The Tenant represents, warrants and covenants that any cafeterias, coffee shops, restaurants, banquet facilities, gift shops, book or supply stores, or similar facilities which are part of the facilities financed with the proceeds of the Obligations and used by the Tenant are, and will be, operated principally for employees, staff, visitors, members and patrons of the Project, and the operation thereof is substantially related to the exempt purposes of the Tenant.

2.3.5 No Business Ventures. The Tenant represents, warrants and covenants that it has not entered into and does not expect to enter into any business ventures, partnerships or joint ventures with for-profit organizations or entities (including business ventures in which the Tenant is a member of any partnership or joint venture) which may adversely affect the exclusion from gross income for federal income tax purposes of interest with respect to the Obligations.

2.3.6 Reserved.

2.3.7 Reserved.

2.3.8 Nongovernmental Sponsored Research Activities. The Tenant represents, warrants and covenants that, so long as it is using the Project as the Tenant, other than permitted by Revenue Procedure 97-14, it shall not allow the use of the facilities financed with the proceeds of the Obligations (or any portion thereof) by nongovernmental persons (including the United States) pursuant to a cooperative research arrangement between the Tenant and such nongovernmental persons, which nongovernmental persons act as sponsors of said research, unless the Tenant receives a favorable opinion of Bond Counsel with respect to such nongovernmental sponsored research. The Tenant does not engage in research.

2.3.9 No Residential Rental Property. None of the assets comprising the Project that will be utilized by the Tenant includes facilities used for residential rental facilities for family units.

2.3.10 Nonprofit Users of the Project. The Tenant acknowledges that the term “Nonprofit User” as used in this Certificate means any entity (a) qualified under Section 501(c)(3) of the Code, and (b) exempt from federal income taxation under Section 513(a) of the Code, which uses the Project or any separate component of the Project (other than in an unrelated trade or business) as (i) an owner of the Project; (ii) a lessee or sublessee of the Project or any separate component thereof (by square footage or fair market value); and (iii) any other user of the Project on a basis different from the general public pursuant to a contractual arrangement that does not satisfy Section 1.141-3(b)(4) of the Treasury Regulations and Revenue Procedure 2017-13.

2.4 Prohibited Facilities. None of the proceeds of the Obligations used by the Tenant will be utilized to finance any airplane, skybox or other private luxury box, facility primarily used for gambling, or any store the principal business of which is the sale of alcoholic beverages for consumption off premises.

3. MISCELLANEOUS.

3.1 Change in Use. The Tenant represents, warrants and covenants that the facilities financed with the proceeds of the Obligations and used by the Tenant will be used in pursuit of the exempt purposes of the Tenant and the Nonprofit, unless an opinion of Bond Counsel is received with respect to any proposed sale, disposition or other change in use of any facility constructed with the proceeds of the Obligations or the Project that such proposed sale, disposition or other change of use will not adversely affect the exclusion from gross income for federal income tax purposes of interest payable with respect to the Obligations. If at any time subsequent to the date hereof the facilities financed with the proceeds of the Obligations (or any portion thereof) and used by the Tenant are used in a trade or business of any person or entity other than an exempt activity of an organization described in Section 501(c)(3) of the Code or a governmental unit, the Tenant may be treated under Section 150(b)(3) of the Code as using the property in an unrelated trade or business (as defined in Section 513 of the Code) from the date on which the change in use occurs. The Tenant may be further treated as deriving income from the unrelated trade or business in an amount equal to at least the fair rental value of the property.

3.2 Responsible Person. The Tenant and the person executing this Certificate, represents and warrants that he or she is authorized representative of the Tenant, is authorized to execute this Certificate on behalf of the Tenant is acting for and on behalf of the Tenant in executing this Certificate and that this Certificate is binding on the Tenant.

3.3 Post-Issuance Compliance. The Tenant has received a copy of the Issuer's post-issuance tax compliance procedures (the "Compliance Procedures"). The Tenant represents and covenants that it will comply with the Compliance Procedures, including any future amendments thereto.

To the best knowledge, information and belief of the Tenant, there are no other facts, estimates or circumstances that would materially change any of the foregoing certifications. The representations contained in this Certificate are made for the benefit of the Issuer, the Borrower and Bond Counsel and may be relied upon by such parties and others related to the transaction that have an interest in determining whether or not the interest with respect to the Obligations is excluded from gross income for federal income tax purposes.

Dated: April 2, 2026

NAVIGATOR SCHOOLS, INC., a California
nonprofit public benefit corporation

By: _____



Authorized Signatory

To the best knowledge, information and belief of the Tenant, there are no other facts, estimates or circumstances that would materially change any of the foregoing certifications. The representations contained in this Certificate are made for the benefit of the Issuer, the Borrower and Bond Counsel and may be relied upon by such parties and others related to the transaction that have an interest in determining whether or not the interest with respect to the Obligations is excluded from gross income for federal income tax purposes.

Dated: April 2, 2026

NAVIGATOR SCHOOLS, INC., a California
nonprofit public benefit corporation

By: _____



Authorized Signatory

RECORDING REQUESTED BY)
AND WHEN RECORDED, RETURN TO:)
)
Stradling Yocca Carlson & Rauth LLP)
44 Montgomery Street, Suite 4200)
San Francisco, California 94104)
)
Attn: Kerrigan R. Bennett)
)
)
_____)
COUNTY OF ORANGE

SUBORDINATION AND ATTORNMENT AGREEMENT
(NAVIGATOR SCHOOLS SUBLEASE)

(1821 North Grand Avenue, Santa Ana, California 92705)

SUBORDINATION AND ATTORNMENT AGREEMENT

Dated as of: April 1, 2026

Landlord: Orange Springs Facilities LLC, a California limited liability company

Address: 27740 Jefferson Avenue, Temecula, California 92590, Attention: Kathleen Hermismeyer, Superintendent

Sublandlord: Citrus Springs Charter School, Inc., a California nonprofit public benefit corporation

Address: 27740 Jefferson Avenue, Temecula, California 92590, Attention: Tanya Rogers, Assistant Superintendent, Business

Tenant: Navigator Schools, a California nonprofit public benefit corporation

Address: 650 San Benito St., Suite 230, Hollister, CA 95023

Lender: U.S. Bank Trust Company, National Association, as Master Trustee

Address: 633 West 5th Street, 24th Floor, Los Angeles, California 90071

Property: 1821 North Grand Avenue, Santa Ana, California 92705

County: Orange County, California

***Record and
Return to:*** Stradling Yocca Carlson & Rauth LLP
44 Montgomery Street, Suite 4200
San Francisco, California 94104
Attention: Kerrigan R. Bennett

SUBORDINATION AND ATTORNMENT AGREEMENT

THIS AGREEMENT is made and entered into as of April 1, 2026, by and among U.S. BANK TRUST COMPANY, NATIONAL ASSOCIATION, not in its individual capacity but solely as master trustee, with a corporate trust office at 633 West 5th Street, 24th Floor, Los Angeles, California 90071 (the “**Lender**”); ORANGE SPRINGS FACILITIES LLC, a California limited liability company, with a principal place of business at 27740 Jefferson Avenue, Temecula, California 92590 (the “**Landlord**”), whose sole member is CITRUS SPRINGS CHARTER SCHOOL, INC., a California nonprofit public benefit corporation, with a principal place of business at 27740 Jefferson Avenue, Temecula, California 92590 (the “**Sublandlord**”); and NAVIGATOR SCHOOLS, a California nonprofit public benefit corporation, with a principal place of business at 650 San Benito St., Suite 230, Hollister, CA 95023 (the “**Tenant**”).

RECITALS

WHEREAS, Landlord owns a fee simple interest in that certain real property located at 1821 North Grand Avenue, Santa Ana, California 92705, more particularly described in Exhibit A attached hereto and made a part hereof (the “**Property**”);

WHEREAS, Landlord is leasing the Property to Sublandlord and Sublandlord is leasing the Property from Landlord pursuant to the terms of that certain unrecorded Lease Agreement dated as of April 1, 2026 (the “**Master Lease**”);

WHEREAS, Sublandlord is leasing the Property to Tenant and Tenant is leasing the Property from Sublandlord pursuant to the terms of that certain unrecorded Sublease Agreement dated as of April 1, 2026 (the “**Lease**”);

WHEREAS, on or about the date hereof, Landlord has entered into and delivered that certain Deed of Trust, with Assignment of Rents, Security Agreement and Fixture Filing in favor of Lender, to be recorded in the Office of the County Recorder of Orange County, California (the “**Deed of Trust**”), prior to the recording of this Agreement to secure Landlord’s obligations under that certain Master Indenture of Trust, dated as of April 1, 2026 (the “**Master Indenture**”), as amended and supplemented, between the Lender and the Landlord;

WHEREAS, all obligations secured by the Deed of Trust are referred to herein as the “**Loan.**” Except as otherwise provided herein, all capitalized words and phrases are defined as set forth in the Master Indenture;

WHEREAS, the parties hereto desire to enter into this Subordination and Attornment Agreement;

AGREEMENTS

NOW, THEREFORE, for and in consideration of the mutual covenants hereinafter set forth and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Lender, Landlord, Sublandlord and Tenant hereby covenant and agree as follows:

1. Estoppel. Tenant hereby certifies to Lender that (a) the Lease, as described above, is the true, correct and complete Lease, has not been modified or amended and constitutes the entire

agreement between Landlord and Sublandlord, and that (b) to Tenant's knowledge, there are no defaults of Sublandlord under the Lease and there are no existing circumstances which with the passage of time, or giving of notice, or both, would give rise to a default under the Lease.

2. Termination of Master Lease. If a default exists or an event has occurred which has continued to exist for such period of time (after notice, if any, required by the Master Lease) as would entitle the lessor from time to time under the Master Lease (the "lessor") to terminate the Master Lease or would cause, without any further action on the part of the lessor, the termination of the Master Lease or would entitle the lessor to dispossess the lessee thereunder (the "lessee"), the Lease shall be terminated, and the lessee's and Tenant's use, possession or enjoyment of the Property or rights under the Lease shall be terminated in any foreclosure or other action or proceeding in the nature of foreclosure instituted under or in connection with the Deed of Trust or if Lender takes possession of the Property pursuant to any provisions of the Deed of Trust. Neither the person or entity acquiring the interest of the lessor as a result of any such action or proceeding or deed in lieu of thereof ("Purchaser"), nor Lender if it takes possession of the Property, shall be bound by (a) any payment of rent or additional rent for more than one (1) month in advance not actually received by Lender, except prepayments in the nature of security for the performance by the lessee of its obligations under the Lease, (b) any amendment or modification of the Lease made without the consent of Lender or such successor in interest, or (c) any work required to be done by Landlord or Sublandlord pursuant to the terms of the Lease, excluding repair or maintenance obligations or obligations to restore in the event of casualty.

3. Attornment. If, at the sole discretion of the Lender or the Purchaser, the Lease is not terminated in accordance with Paragraph 2 hereof, if the interests of the lessor shall be transferred by reason of the exercise of any power of sale contained in the Deed of Trust, if applicable, or by any foreclosure or other proceeding for enforcement of the Deed of Trust, or by deed in lieu of foreclosure or such other proceeding, or if Lender takes possession of the Property pursuant to any provisions of the Deed of Trust, (a) the lessee shall be bound to Purchaser or Lender, as the case may be, under all of the terms, covenants and conditions of the Lease for the balance of the term thereof and any extensions or renewals thereof which may be effected in accordance with any option therefor in the Lease, with the same force and effect as if Purchaser or Lender were the lessor, and (b) Tenant, as the current lessee, does hereby attorn to Purchaser, and Lender if it takes possession of the Property, as its lessor under the Lease. Such attornment shall be effective and self-operative without the execution of any further instruments upon the succession by Purchaser to the interest of the lessor or the taking of possession of the Property by Lender. Nevertheless, Tenant shall, from time to time, execute and deliver such instruments evidencing such attornment as Purchaser or Lender may require. The respective rights and obligations of Purchaser, Lender and the lessee upon such attornment, to the extent of the then remaining balance of the term of the Lease and any such extensions and renewals, shall be and are the same as now set forth in the Lease except as otherwise expressly provided in Paragraph 2 hereof. In the event for any reason the Lease is deemed terminated as a result of a foreclosure, provided Lessee is not in default of its obligations under the Lease following expiration of any notice and cure period, as an obligation which will survive the termination of the Lease, upon request by either the lessee or the Purchaser, the parties shall execute a new lease, upon all the same terms and conditions of the Lease as modified hereby, for the balance of the Lease term, including any extension and renewal rights.

4. Subordination. Subject to the terms of this Agreement, Tenant hereby subordinates all of its right, title and interest as lessee under the Lease to the right, title and interest of Lender

under the Deed of Trust, and Tenant further agrees that the Lease now is and shall at all times continue to be subject and subordinate in each and every respect to the Deed of Trust and to any and all increases, renewals, modifications, extensions, substitutions, replacements and/or consolidations of the Deed of Trust.

5. Assignment of Leases. Tenant hereby acknowledges that all of Landlord's right, title and interest as lessor with respect to the Lease is being duly assigned to Lender pursuant to the terms of the Deed of Trust in Lender's favor, and that pursuant to the terms thereof all rental payments under the Lease shall continue to be paid to Landlord in accordance with the terms of the Lease unless and until Tenant is otherwise notified in writing by Lender. Upon receipt of any such written notice from Lender, Tenant covenants and agrees to make payment of all rental payments then due or to become due under the Lease directly to Lender or to its agent designated in such notice and to continue to do so until otherwise notified in writing by Lender. Sublandlord hereby (a) irrevocably directs and authorizes Tenant to make rental payments directly to Lender following receipt of such notice, and (b) covenants and agrees that (i) Tenant shall have the right to rely on such notice (A) without any obligation to inquire as to whether any default exists under the Deed of Trust or the indebtedness secured thereby and (B) notwithstanding any notice or claim of Landlord or Sublandlord to the contrary, and that (ii) neither Landlord or Sublandlord shall have a right or claim against Tenant for or by reason of any rental payments made by Tenant to Lender following receipt of such notice.

6. Notice of Default by Lessor. Tenant, as the lessee, hereby covenants and agrees to give Lender written notice properly specifying wherein the lessor has failed to perform any of its covenants or obligations under the Lease, simultaneously with the giving of any notice of such default to the lessor under the provisions of the Lease. Tenant agrees that Lender shall have the right but not the obligation, within thirty (30) days after receipt by Lender of such notice (or within such additional time as is reasonably required to correct any such default), to correct or remedy, or cause to be corrected or remedied, each such default before the lessee may take any action under the Lease by reason of such default. Such notices to Lender shall be delivered in duplicate to:

U.S. Bank Trust Company, National Association
633 West Fifth Street, 24th Floor
Los Angeles, California 90071
Attn: Global Corporate Trust

or to such other address as Lender shall have designated to Tenant by giving written notice to Tenant at 650 San Benito St., Suite 230, Hollister, CA 95023, or to such other address as may be designated by written notice from Tenant to Lender.

7. Title of Paragraphs. The titles of the paragraphs of this Agreement are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

8. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

9. Provisions Binding. The terms and provisions of this Agreement shall be binding on and shall inure to the benefit of the heirs, executors, administrators, successors and permitted assigns,

respectively, of Lender, Tenant and Landlord. The reference contained to successors and assigns of Tenant is not intended to constitute and does not constitute a consent by Landlord or Lender to an assignment by Tenant, but has reference only to those instances in which the lessor and Lender shall have given written consent to a particular assignment by Tenant thereunder.

10. As to Landlord, Sublandlord and Lessee. As between Landlord, Sublandlord and Tenant, Landlord, Sublandlord and Tenant covenant and agree that nothing herein contained nor anything done pursuant to the provisions hereof shall be deemed or construed to modify the Lease.

11. Amendment. This Agreement may not be amended or modified orally or in any manner other than by an agreement in writing signed by the parties hereto or their respective successors in interest.

12. Multiple Counterparts. This Agreement may be executed in several counterparts, and all so executed shall constitute one agreement, binding on all parties hereto, notwithstanding that all parties are not signatories to the original or the same counterpart.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the parties have hereunto set their respective hands and seals as of the date first above written.

LENDER:

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Master Trustee

By: _____
Name: Ismael Diaz
Title: Authorized Officer

[SIGNATURES CONTINUED ON NEXT PAGE]

[SIGNATURES CONTINUED FROM PRIOR PAGE]

LANDLORD:

ORANGE SPRINGS FACILITIES LLC, a California
limited liability company

By: _____
Name: Tanya Rogers
Title: Authorized Borrower Signatory

[SIGNATURES CONTINUED ON NEXT PAGE]

[SIGNATURES CONTINUED FROM PRIOR PAGE]

SUBLANDLORD:

CITRUS SPRINGS CHARTER SCHOOL, INC., a
California nonprofit public benefit corporation

By: _____
Name: Kathleen Hermsmeyer, Ed.D.
Title: Superintendent

[SIGNATURES CONTINUED FROM PRIOR PAGE]

TENANT:

NAVIGATOR SCHOOLS, a California nonprofit
public benefit corporation

By: 
Name: Caprice Young
Title: Chief Executive Officer and Superintendent

[SIGNATURES CONTINUED FROM PRIOR PAGE]

TENANT:

NAVIGATOR SCHOOLS, a California nonprofit
public benefit corporation

By: _____



Name: Caprice Young

Title: Chief Executive Officer and Superintendent

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)


COUNTY OF San Benito)

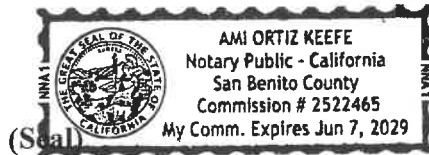
On March 24, 2024 before me, Ami Ortiz Keeffe,
(insert name and title of the officer)

personally appeared Caprice Young,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal

Signature 



ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.


STATE OF CALIFORNIA)
)
COUNTY OF San Benito)

On March 21, 2026 before me, Ami Ortiz Keefe,
(insert name and title of the officer)

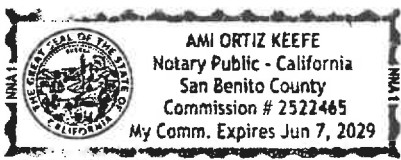
personally appeared Caprice Yang,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal

Signature 

(Seal)



Coversheet

Navigator Schools 2026–27 Draft Budget

Section: IV. Finance
Item: A. Navigator Schools 2026–27 Draft Budget
Purpose: Discuss
Submitted by:
Related Material: 2026-27 Budget Draft Narrative 2026 04 17.pdf
FY27_Budget_Navi_Consolidated_Presentation_4.8.26.pdf



2026-27 Draft Budget
Programmatic Narrative

Executive Summary

1. FY 2026-27 looks like another challenging year, but our budgeting data has improved with our increase focus on enrollment accuracy and forecasting support from Charter Impact
2. Enrollment is estimated now, but will be updated following our 4/18 lotteries
3. We are reducing spending on each school site at the same time as increasing both grade-level cohesion and collaboration
4. WHY our Base Site Program will work: unified focus on ALL students, doubling down on Tier 1 educational success to reduce later intervention needs
5. We need to reduce spending in the Support Office and more cutting is required prior to June
6. Enrollment in our Orange County School is still unknown, but this sensitivity analysis will help with decision making over the next 60 days
7. Charter Impact will address the financial details



FY 2026-27 looks like another challenging year, but our budgeting data has improved with our increase focus on enrollment accuracy and forecasting support from Charter Impact

Although inflation has increased our expenses faster and higher than the CA Governor's budget COLA of 2.41% on some revenues, we believe we must do a 2% COLA for all staff even though it will mean deeper cuts overall. Inflation is impacting everyone.

Prior to June, we will need to find deeper cuts in the Support Office budget to ensure we can maintain a sustainable budget over time despite strong grant funding for our growth work. We also need to build larger reserves to address potential unknowns.

The June budget we bring to you for approval will include the Governor's May Revision and an updated 2025-26 year-end forecast. Consultation with CSGF regarding the timing of their growth grant since this current draft was developed will be included in the June budget. Those changes improve the Orange Prep School fiscal outlook while increasing pressure on the Support Office due to revenue recognition timing.

In 2025-26, overly optimistic enrollment estimates led to severe school site budget challenges at WPS and HC. For the 2026-27 budget, enrollment estimates are driven by realistic expectations supported by our lottery applications.



Enrollment is estimated now, but will be updated following our 4/18 lotteries

School	2025-26 Actual	2026-27 Budgeted	Available Seats (Estimated)	2026-27 Lottery Intent to Enrolls (4/13/2026)
GPS	613	601	68	370
HC	251	252	37	177
HPS	565	564	80	160
WPS*	553	570	86	137
OPS**	NA	250	250	54
Total	1,982	2,237	521	898

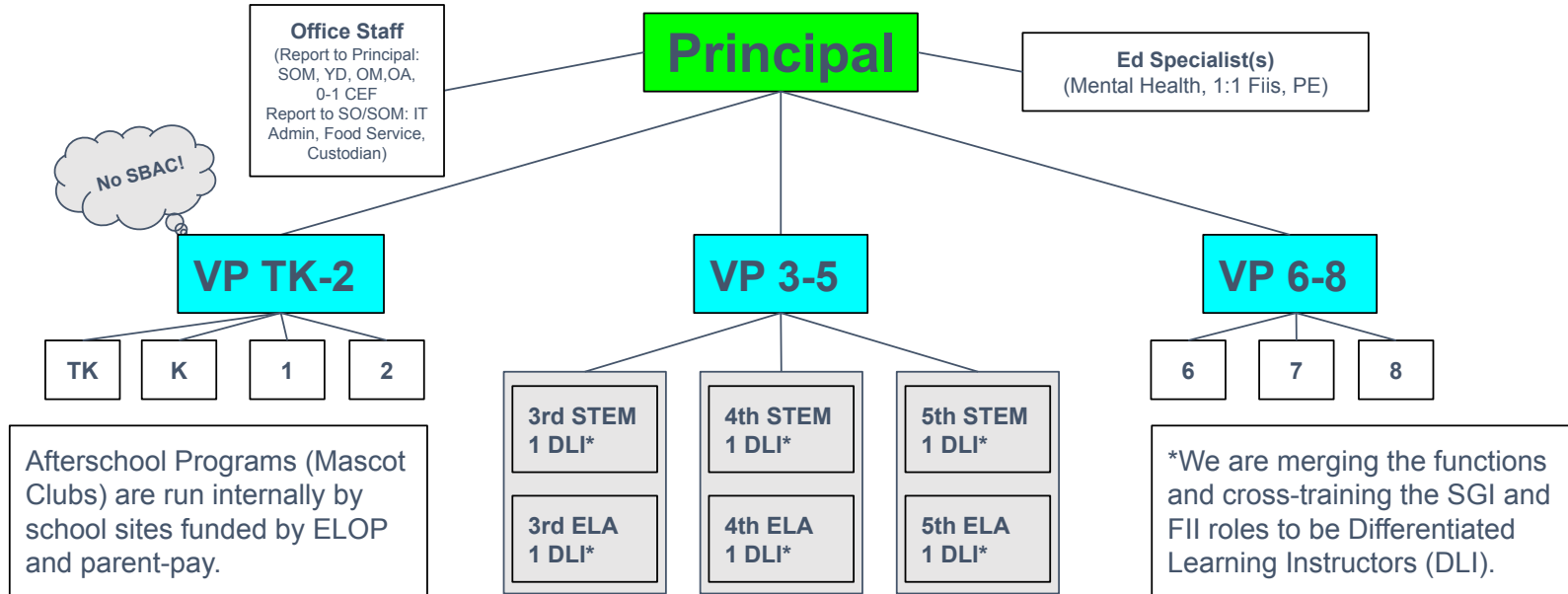
*WPS TK Intent to Enrolls remain 17 below goal of 60 to add a third TK.

**Orange Prep enrollment has been impacted by facilities uncertainty and OC late decision culture. The lottery was in January, so admission is now on a rolling basis. See later slide regarding the sensitivity analysis.



We are reducing spending on each school site at the same time as increasing both grade-level cohesion and collaboration

Navigator Base Program



4 adults per grade-level (TK-8), with modified approach at HC due to smaller size, and 6 for TK at WPS if 3 cohorts



WHY our Base Site Program will work: unified focus on all students, doubling down on Tier 1 educational success to reduce later intervention needs

- **Ed Specialists become fully integrated within the leadership team:**
 - Supports like SPED, mental health, and interventions are fully integrated into the school's instructional vision
- **Improved grade level teamwork:**
 - Unified grade level teams working collaboratively to meet all students' needs, including IEP requirements
- **Faster, more responsive decision making:**
 - Principals can immediately adjust staffing, interventions, and supports based on real-time student data
- **Financial sustainability:**
 - Need to rebuild our model in a way that is financially sustainable



We need to reduce spending in the Support Office, and more cutting is required prior to June to establish ongoing sustainability

Primary Revenue Sources	Support Office Functions
14% LCFF	Basic operational support for all schools
Non-Growth Specialty Funding (e.g. ELOP, Arts, Special Education, non-Growth/non-site specific philanthropy)	Specialized programs and support
US Dept of Ed Growth Grant	Centralized growth efforts
CSGF Operations Capacity Building Grant	Funding regional and site specific expenses prior to school opening
Other Growth Grants	Subsidizing new school budgets prior to break even (2-3 years)



Enrollment in our Orange Prep School is still unknown, but this sensitivity analysis will help with decision making over the next 60 days

The two primary revenue drivers are the number of students enrolled and the percentage of the students eligible for free or reduced price meals (UPP) or other compensatory funding. 80% of recruits so far are UPP eligible.

Consolidated Net Position Modeling					
UPP	Current (250 enrolled)	No 2nd (200 enrolled)	No 9th (190 Enrolled)	No 2nd & 9th (140 Enrolled)	
85%	\$ 528,661.31	\$ 234,226.67	\$ 26,375.68	\$ (268,058.97)	
75%	\$ 325,851.31	\$ 70,790.37	\$ (123,244.72)	\$ (378,305.67)	
65%	\$ 123,042.16	\$ (92,645.93)	\$ (272,865.12)	\$ (488,552.37)	

This sensitivity analysis tests how various levels of enrollment/UPP impact the overall ability of Navigator to meet reserve and covenant tests.



Charter Impact will address the financial details



Navigator – FY27 Budget Assumptions

- The Budget is balanced with a **\$560K** Surplus for Navi and only OCP has a deficit of **\$1.13M** in its 1st year of operations.
- Included are reductions to staffing in each budget and across all sites.
- 94% Attendance Yield is being projected for all 5 Navi school sites.
- There is a **2%** Staff COLA being projected across the Navi network.
- State COLA is at **2.41%** and based on the Governors Proposed Budget.
- ADA is forecasted at **2,102** and is **13.4%** higher vs current year P-1.
- SO, fee is set at **14%** for all school sites and for all future fiscal years.
- All LCFF projected revenues are validated using FCMAT calc. v26.2a.
- Additional SSPDDBG & LREBG funds are not included in the Budget.
- Inputs to the budget provided by the Academic, Operations, & IT team.
- OCP's UPP is set at 85% and includes a volatile \$1M in S&C funds.

Navigator – FY27 Budget Highlights

- The Budget is balanced with a **1.0% surplus** of total expenses.
- **2.41% COLA** projected for LCFF, based on the CA Proposed Budget.
- OCP’s ADA totals 235 and makes up 11.1% of the total in FY27.
- OCP’s revenues can decline by approximately \$26K per 1% lower UPP.
- School were tasked to aim for a 5% Surplus of Total Expenses.

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Assumptions								
Revenue Per ADA	\$ 16,745	\$ 16,470	\$ 21,851	\$ 18,038	\$ 22,925	\$ 18,813		\$ 22,141
Expense Per ADA	\$ 15,710	\$ 15,851	\$ 20,576	\$ 17,693	\$ 27,748	\$ 18,554		\$ 21,874
State COLA	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%
Other Revenue COLA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Expense COLA	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%
Enrollment	601.00	564.00	570.00	252.00	250.00	2,237.00	-	2,237.00
Average Daily Attendance	564.94	530.16	535.80	236.88	235.00	2,102.78	-	2,102.78
Total Revenue	\$9,460,085	\$8,731,767	\$11,707,953	\$4,272,749	\$5,387,485	\$39,560,039	\$6,996,761	\$46,556,800
Total Expenses	\$8,875,310	\$8,403,621	\$11,024,678	\$4,191,185	\$6,520,767	\$39,015,562	\$6,981,577	\$45,997,139
Surplus (Deficit)	\$ 584,775	\$ 328,146	\$ 683,275	\$ 81,564	\$(1,133,282)	\$ 544,477	\$ 15,184	\$ 559,661
Surplus % of Expenses	7%	4%	6%	2%	-17%	1%	0%	1%
Fund Balance, Beginning of	\$ 4,490,397	\$ 2,062,733	\$(544,092)	\$ 36,708	\$ -	\$ 6,045,747	\$ 123,420	\$ 6,169,167
Fund Balance, End of Year	\$ 5,075,172	\$ 2,390,879	\$ 139,183	\$ 118,272	\$(1,133,282)	\$ 6,590,224	\$ 138,604	\$ 6,195,034

Revenues

- Total revenue is projected at **\$46.5M** and up 14% from FY26 at 2nd Interim.
- Increase of \$5.73M is driven by:
 - 249 higher ADA that is 13.4% more compared to FY26
 - State COLA at ~~2.4%~~ **2.41%** increases the base rates for LCFF funding
 - Higher overall revenue with the inclusion of the new OCP site
 - Other State Funds include current LREBG allocations & \$318K in SB740 specific to OCP.

Capture Selected Window

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Revenues								
State Aid - Revenue Limit	7,402,853	6,895,431	8,382,790	3,100,018	4,045,161	29,826,253	-	29,826,253
Federal Revenue	355,648	220,079	476,493	157,057	282,225	1,491,501	2,521,086	4,012,586
Other State Revenue	1,661,584	1,556,407	2,812,760	895,974	629,100	7,555,826	0	7,555,826
Other Local Revenue	40,000	59,850	35,910	119,700	431,000	686,460	4,475,675	5,162,135
Total Revenue	\$9,460,085	\$8,731,767	\$11,707,953	\$4,272,749	\$5,387,485	\$39,560,039	\$6,996,761	\$ 46,556,800

Expenses

- Total Expenses are projected to increase **\$6.2M** & up 16% from PY
- Personnel added **\$2M** and is the largest spending category at 64% of total expenses but this is a 4% decrease compared to current year.
- Other large increases compared to prior year as follows:
 - Support Office Fee is **\$1.8M** more with all sites having a 14% SO Fee
 - Books & Supplies are **\$800K** more due to Software and Non-Cap Equip
 - General Consulting Services added **\$815K** more for Growth costs at SO

Expenses

	2026-27							
	GPS	HPS	WPS	HCC	OCF	SCHOOLS	HOME	TOTAL BUDGET
Certificated Salaries	2,762,173	2,686,739	2,694,818	1,242,295	1,587,315	10,973,340	1,452,392	12,425,732
Classified Salaries	1,819,942	1,698,849	2,122,370	779,945	1,376,436	7,797,541	1,760,628	9,558,169
Benefits	1,652,498	1,508,168	1,754,471	758,019	864,620	6,537,776	715,393	7,253,168
Books and Supplies	727,755	547,372	585,683	358,438	611,958	2,831,206	242,098	3,073,304
Subagreement Services	174,800	275,450	579,269	76,600	271,129	1,377,248	157,700	1,534,948
Operations and Housekeeping	114,080	220,300	309,600	90,650	150,597	885,227	216,451	1,101,677
Facilities, Repairs and Other Leases	116,600	69,900	1,443,519	288,249	825,884	2,744,153	82,670	2,826,823
Professional/Consulting Services	1,473,462	1,371,644	1,524,947	594,790	779,078	5,743,921	2,347,745	8,091,666
Depreciation	34,000	25,200	10,000	2,200	11,750	83,150	6,500	89,650
Interest	-	-	-	-	42,001	42,001	-	42,001
Total Expenses	\$8,875,310	\$8,403,621	\$11,024,678	\$4,191,185	\$6,520,767	\$39,015,562	\$6,981,577	\$ 45,997,139



High Level View of FY26 vs FY27

	2025-26	2026-27	
	Prior Year	Budget	Variance
Assumptions			
State COLA	2.30%	2.41%	0.11%
Other Revenue COLA	n/a	0.00%	
Expense COLA	2.92%	3.08%	0.16%
Enrollment	1,982.00	2,237.00	255.00
Average Daily Attendance	1,854.27	2,102.78	248.51
Revenues			
State Aid - Revenue Limit			
State Aid - Revenue Limit	25,292,620	29,826,253	4,533,633
Federal Revenue	3,653,065	4,012,586	359,522
Other State Revenue	6,542,975	7,555,826	1,012,851
Other Local Revenue	5,336,927	5,162,135	(174,791)
Total Revenue	\$40,825,587	\$46,556,800	\$ 5,731,214
Expenses			
Certificated Salaries	11,106,690	12,425,732	(1,319,042)
Classified Salaries	9,804,985	9,558,169	246,816
Benefits	6,225,626	7,253,168	(1,027,542)
Books and Supplies	2,273,203	3,073,304	(800,101)
Subagreement Services	1,302,393	1,534,948	(232,555)
Operations and Housekeeping	827,256	1,101,677	(274,421)
Facilities, Repairs and Other Leases	2,487,670	2,826,823	(339,154)
Professional/Consulting Services	5,305,376	8,091,666	(2,786,291)
Depreciation	78,377	89,650	(11,273)
Interest	376,321	42,001	334,320
Total Expenses	\$39,787,898	\$45,997,139	\$ (6,209,241)
Surplus (Deficit)	\$ 1,037,689	\$ 559,661	\$ (478,027)

Surplus and Fund Balance

- Surpluses are within State & Authorizer requirements for legacy sites.
- Assumptions holding, OCP will have a deficit in year 1 only.
- The Fund Balance for the following schools will need monitoring:
 - HCC at 2.8% is close to its MOU requirement of 3%
 - WPS at 1.3% is below the 4% MOU requirement but it is above \$55K.
- Fund balances are subject to change with the official closing of FY26.

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Surplus (Deficit)	\$ 584,775	\$ 328,146	\$ 683,275	\$ 81,564	\$ (1,133,282)	\$ 544,477	\$ 15,184	\$ 559,661
Surplus % of Expenses	7%	4%	6%	2%	-17%	1%	0%	1%
Fund Balance, Beginning of Year	\$ 4,490,397	\$ 2,062,733	\$ (544,092)	\$ 36,708	\$ -	\$ 6,045,747	\$ 123,420	\$ 6,169,167
Fund Balance, End of Year	\$ 5,075,172	\$ 2,390,879	\$ 139,183	\$ 118,272	\$ (1,133,282)	\$ 6,590,224	\$ 138,604	\$ 6,195,034
As a % of Annual Expenses	57.2%	28.5%	1.3%	2.8%	-17.4%	16.9%	2.0%	13.5%

Ten Year Forecasts

- **Revenues** are anticipated to grow annually from current year through FY36
- **Expenses** are also expected to increase in line with ADA growth and from an expense COLA (for operating line-items) that is set to the CA CPI.
- **Surplus** are positive & balanced across all future fiscal years and expected to grow as OCP attains full enrollment.

	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions										
State COLA	2.41%	3.06%	3.34%	3.14%	3.18%	3.18%	3.18%	3.18%	3.18%	3.18%
Other Revenue COLA	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%	2.74%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Enrollment	2,237.00	2,447.00	2,707.00	2,887.00	3,007.00	3,067.00	3,067.00	3,067.00	3,067.00	3,067.00
Average Daily Attendance	2,102.78	2,300.18	2,544.58	2,713.78	2,826.58	2,882.98	2,882.98	2,882.98	2,882.98	2,882.98
Total Revenue	\$46,556,800	\$53,220,093	\$59,369,249	\$ 66,032,112	\$ 70,345,159	\$ 73,803,813	\$ 75,922,039	\$ 78,079,374	\$ 80,306,351	\$ 82,605,261
Total Expenses	\$45,997,139	\$50,231,987	\$54,758,333	\$ 59,001,723	\$ 62,565,918	\$ 65,474,636	\$ 67,513,730	\$ 69,430,229	\$ 71,407,256	\$ 73,443,154
Surplus (Deficit)	\$ 559,661	\$ 2,988,106	\$ 4,610,916	\$ 7,030,389	\$ 7,779,241	\$ 8,329,177	\$ 8,408,309	\$ 8,649,144	\$ 8,899,095	\$ 9,162,107
Surplus % of Expenses	1%	6%	8%	12%	12%	13%	12%	12%	12%	12%
Fund Balance, Beginning of Year	\$ 6,169,167	\$ 6,728,828	\$ 9,716,934	\$ 14,327,850	\$ 21,358,240	\$ 29,137,481	\$ 37,466,658	\$ 45,874,967	\$ 54,524,111	\$ 63,423,207
Fund Balance, End of Year	\$ 6,728,828	\$ 9,716,934	\$14,327,850	\$ 21,358,240	\$ 29,137,481	\$ 37,466,658	\$ 45,874,967	\$ 54,524,111	\$ 63,423,207	\$ 72,585,314
As a % of Annual Expenses	14.6%	19.3%	26.2%	36.2%	46.6%	57.2%	67.9%	78.5%	88.8%	98.8%

Thank You!



Navigator Schools

Charting a new course in education

Caprice Young, Ed.D.

CEO and Superintendent

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Navigator Schools

Budget Presentation – FY26-27

Navigator – FY27 Budget Assumptions

- The Budget is balanced with a **\$560K** Surplus for Navi and only OCP has a deficit of **\$1.13M** in its 1st year of operations.
- Included are reductions to staffing in each budget and across all sites.
- 94% Attendance Yield is being projected for all 5 Navi school sites.
- There is a **2%** Staff COLA being projected across the Navi network.
- State COLA is at **2.41%** and based on the Governors Proposed Budget.
- ADA is forecasted at **2,102** and is **13.4%** higher vs current year P-1.
- SO, fee is set at **14%** for all school sites and for all future fiscal years.
- All LCFF projected revenues are validated using FCMAT calc. v26.2a.
- Additional SSPDDBG & LREBG funds are not included in the Budget.
- Inputs to the budget provided by the Academic, Operations, & IT team.
- OCP's UPP is set at 85% and includes a volatile \$1M in S&C funds.

Navigator – FY27 Budget Highlights



- The Budget is balanced with a **1.0% surplus** of total expenses.
- **2.41%** COLA projected for LCFF, based on the CA Proposed Budget.
- OCP’s ADA totals 235 and makes up 11.1% of the total in FY27.
- OCP’s revenues can decline by approximately \$26K per 1% lower UPP.
- School were tasked to aim for a 5% Surplus of Total Expenses.

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Assumptions								
Revenue Per ADA	\$ 16,745	\$ 16,470	\$ 21,851	\$ 18,038	\$ 22,925	\$ 18,813		\$ 22,141
Expense Per ADA	\$ 15,710	\$ 15,851	\$ 20,576	\$ 17,693	\$ 27,748	\$ 18,554		\$ 21,874
State COLA	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%	2.41%
Other Revenue COLA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Expense COLA	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%	3.08%
Enrollment	601.00	564.00	570.00	252.00	250.00	2,237.00	-	2,237.00
Average Daily Attendance	564.94	530.16	535.80	236.88	235.00	2,102.78	-	2,102.78
Total Revenue	\$9,460,085	\$8,731,767	\$11,707,953	\$4,272,749	\$5,387,485	\$39,560,039	\$6,996,761	\$46,556,800
Total Expenses	\$8,875,310	\$8,403,621	\$11,024,678	\$4,191,185	\$6,520,767	\$39,015,562	\$6,981,577	\$45,997,139
Surplus (Deficit)	\$ 584,775	\$ 328,146	\$ 683,275	\$ 81,564	\$(1,133,282)	\$ 544,477	\$ 15,184	\$ 559,661
Surplus % of Expenses	7%	4%	6%	2%	-17%	1%	0%	1%
Fund Balance, Beginning of	\$ 4,490,397	\$ 2,062,733	\$ (544,092)	\$ 36,708	\$ -	\$ 6,045,747	\$ 123,420	\$ 6,169,167
Fund Balance, End of Year	\$ 5,075,172	\$ 2,390,879	\$ 139,183	\$ 118,272	\$(1,133,282)	\$ 6,590,224	\$ 138,604	\$ 6,195,034

Revenues

- Total revenue is projected at **\$46.5M** and up 14% from FY26 at 2nd Interim.
- Increase of \$5.73M is driven by:
 - 249 higher ADA that is 13.4% more compared to FY26
 - State COLA at **2.41%** increases the base rates for LCFF funding
 - Higher overall revenue with the inclusion of the new OCP site
 - Other State Funds include current LREBG allocations & \$318K in SB740 specific to OCP.

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Revenues								
State Aid - Revenue Limit	7,402,853	6,895,431	8,382,790	3,100,018	4,045,161	29,826,253	-	29,826,253
Federal Revenue	355,648	220,079	476,493	157,057	282,225	1,491,501	2,521,086	4,012,586
Other State Revenue	1,661,584	1,556,407	2,812,760	895,974	629,100	7,555,826	0	7,555,826
Other Local Revenue	40,000	59,850	35,910	119,700	431,000	686,460	4,475,675	5,162,135
Total Revenue	\$9,460,085	\$8,731,767	\$11,707,953	\$4,272,749	\$5,387,485	\$39,560,039	\$6,996,761	\$ 46,556,800

Expenses

- Total Expenses are projected to increase **\$6.2M** & up 16% from PY
- Personnel added **\$2M** and is the largest spending category at 64% of total expenses but this is a 4% decrease compared to current year.
- Other large increases compared to prior year as follows:
 - Support Office Fee is **\$1.8M** more with all sites having a 14% SO Fee
 - Books & Supplies are **\$800K** more due to Software and Non-Cap Equip
 - General Consulting Services added **\$815K** more for Growth costs at SO

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Expenses								
Certificated Salaries	2,762,173	2,686,739	2,694,818	1,242,295	1,587,315	10,973,340	1,452,392	12,425,732
Classified Salaries	1,819,942	1,698,849	2,122,370	779,945	1,376,436	7,797,541	1,760,628	9,558,169
Benefits	1,652,498	1,508,168	1,754,471	758,019	864,620	6,537,776	715,393	7,253,168
Books and Supplies	727,755	547,372	585,683	358,438	611,958	2,831,206	242,098	3,073,304
Subagreement Services	174,800	275,450	579,269	76,600	271,129	1,377,248	157,700	1,534,948
Operations and Housekeeping	114,080	220,300	309,600	90,650	150,597	885,227	216,451	1,101,677
Facilities, Repairs and Other Leases	116,600	69,900	1,443,519	288,249	825,884	2,744,153	82,670	2,826,823
Professional/Consulting Services	1,473,462	1,371,644	1,524,947	594,790	779,078	5,743,921	2,347,745	8,091,666
Depreciation	34,000	25,200	10,000	2,200	11,750	83,150	6,500	89,650
Interest	-	-	-	-	42,001	42,001	-	42,001
Total Expenses	\$8,875,310	\$8,403,621	\$11,024,678	\$4,191,185	\$6,520,767	\$39,015,562	\$6,981,577	\$ 45,997,139

High Level View of FY26 vs FY27



2025-26

2026-27

Prior Year

Budget

Variance

Assumptions

	2025-26	2026-27	Variance
State COLA	2.30%	2.41%	0.11%
Other Revenue COLA	n/a	0.00%	
Expense COLA	2.92%	3.08%	0.16%
Enrollment	1,982.00	2,237.00	255.00
Average Daily Attendance	1,854.27	2,102.78	248.51

Revenues

State Aid - Revenue Limit			
State Aid - Revenue Limit	25,292,620	29,826,253	4,533,633
Federal Revenue	3,653,065	4,012,586	359,522
Other State Revenue	6,542,975	7,555,826	1,012,851
Other Local Revenue	5,336,927	5,162,135	(174,791)
Total Revenue	\$40,825,587	\$46,556,800	\$ 5,731,214

Expenses

Certificated Salaries	11,106,690	12,425,732	(1,319,042)
Classified Salaries	9,804,985	9,558,169	246,816
Benefits	6,225,626	7,253,168	(1,027,542)
Books and Supplies	2,273,203	3,073,304	(800,101)
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Professional/Consulting Services	5,305,376	8,091,666	(2,786,291)
Depreciation	78,377	89,650	(11,273)
Interest	376,321	42,001	334,320
Total Expenses	\$39,787,898	\$45,997,139	\$ (6,209,241)
Surplus (Deficit)	\$ 1,037,689	\$ 559,661	\$ (478,027)

Surplus and Fund Balance

- Surpluses are within State & Authorizer requirements for legacy sites.
- Assumptions holding, OCP will have a deficit in year 1 only.
- The Fund Balance for the following schools will need monitoring:
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 - WPS at 1.3% is below the 4% MOU requirement but it is above \$55K.
- Fund balances are subject to change with the official closing of FY26.

	2026-27							
	GPS	HPS	WPS	HCC	OCP	SCHOOLS	HOME	TOTAL BUDGET
Surplus (Deficit)	\$ 584,775	\$ 328,146	\$ 683,275	\$ 81,564	\$ (1,133,282)	\$ 544,477	\$ 15,184	\$ 559,661
Surplus % of Expenses	7%	4%	6%	2%	-17%	1%	0%	1%
Fund Balance, Beginning of Year	\$ 4,490,397	\$ 2,062,733	\$ (544,092)	\$ 36,708	\$ -	\$ 6,045,747	\$ 123,420	\$ 6,169,167
Fund Balance, End of Year	\$ 5,075,172	\$ 2,390,879	\$ 139,183	\$ 118,272	\$ (1,133,282)	\$ 6,590,224	\$ 138,604	\$ 6,195,034
As a % of Annual Expenses	57.2%	28.5%	1.3%	2.8%	-17.4%	16.9%	2.0%	13.5%

Ten Year Forecasts



- **Revenues** are anticipated to grow annually from current year through FY36
- **Expenses** are also expected to increase in line with ADA growth and from an expense COLA (for operating line-items) that is set to the CA CPI.
- **Surplus** are positive & balanced across all future fiscal years and expected to grow as OCP attains full enrollment.

	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions										
State COLA	2.41%	3.06%	3.34%	3.14%	3.18%	3.18%	3.18%	3.18%	3.18%	3.18%
Other Revenue COLA	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%	2.74%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Enrollment	2,237.00	2,447.00	2,707.00	2,887.00	3,007.00	3,067.00	3,067.00	3,067.00	3,067.00	3,067.00
Average Daily Attendance	2,102.78	2,300.18	2,544.58	2,713.78	2,826.58	2,882.98	2,882.98	2,882.98	2,882.98	2,882.98
Total Revenue	\$46,556,800	\$53,220,093	\$59,369,249	\$ 66,032,112	\$ 70,345,159	\$ 73,803,813	\$ 75,922,039	\$ 78,079,374	\$ 80,306,351	\$ 82,605,261
Total Expenses	\$45,997,139	\$50,231,987	\$54,758,333	\$ 59,001,723	\$ 62,565,918	\$ 65,474,636	\$ 67,513,730	\$ 69,430,229	\$ 71,407,256	\$ 73,443,154
Surplus (Deficit)	\$ 559,661	\$ 2,988,106	\$ 4,610,916	\$ 7,030,389	\$ 7,779,241	\$ 8,329,177	\$ 8,408,309	\$ 8,649,144	\$ 8,899,095	\$ 9,162,107
Surplus % of Expenses	1%	6%	8%	12%	12%	13%	12%	12%	12%	12%
Fund Balance, Beginning of Year	\$ 6,169,167	\$ 6,728,828	\$ 9,716,934	\$ 14,327,850	\$ 21,358,240	\$ 29,137,481	\$ 37,466,658	\$ 45,874,967	\$ 54,524,111	\$ 63,423,207
Fund Balance, End of Year	\$ 6,728,828	\$ 9,716,934	\$14,327,850	\$ 21,358,240	\$ 29,137,481	\$ 37,466,658	\$ 45,874,967	\$ 54,524,111	\$ 63,423,207	\$ 72,585,314
As a % of Annual Expenses	14.6%	19.3%	26.2%	36.2%	46.6%	57.2%	67.9%	78.5%	88.8%	98.8%

Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 26-27

FY26-27 Gilroy Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	601.00	601.00	601.00
Average Daily Attendance	564.94	564.94	564.94
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 3,315,569	\$ 3,578,146	\$ 3,697,618
8012 Education Protection Account	703,723	828,795	969,488
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	3,383,561	3,383,561	3,383,561
	<u>7,402,853</u>	<u>7,790,502</u>	<u>8,050,667</u>
Federal Revenue			
8181 Special Education - Entitlement	85,680	84,140	84,140
8220 Federal Child Nutrition	137,102	137,102	137,102
8290 Title I, Part A - Basic Low Income	90,891	90,891	90,891
8291 Title II, Part A - Teacher Quality	15,014	15,014	15,014
8293 Title III - Limited English	16,961	16,961	16,961
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>355,648</u>	<u>354,108</u>	<u>354,108</u>
Other State Revenue			
8311 State Special Education	546,874	547,963	566,265
8520 Child Nutrition	12,977	13,374	13,821
8550 Mandated Cost	16,740	12,233	12,641
8560 State Lottery	153,664	153,664	153,664
8599 Other State Revenue	931,329	896,089	907,668
	<u>1,661,584</u>	<u>1,623,323</u>	<u>1,654,059</u>
Other Local Revenue			
8690 Other Local Revenue	-	-	-
8698 ASB Fundraising	40,000	40,000	40,000
8699 School Fundraising	-	-	-
	<u>40,000</u>	<u>40,000</u>	<u>40,000</u>
Total Revenue	\$ 9,460,085	\$ 9,807,932	\$ 10,098,834
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	2,091,551	2,149,068	2,206,663
1175 Teachers' Extra Duty/Stipends	75,340	77,412	79,486
1200 Pupil Support Salaries	147,794	151,858	155,928
1300 Administrators' Salaries	447,489	459,795	472,117
	<u>2,762,173</u>	<u>2,838,133</u>	<u>2,914,195</u>
Classified Salaries			
2100 Instructional Salaries	1,107,590	1,138,049	1,168,548
2200 Support Salaries	70,020	71,945	73,873
2400 Clerical and Office Staff Salaries	232,624	239,021	245,427
2900 Other Classified Salaries	409,709	420,976	432,258
	<u>1,819,942</u>	<u>1,869,990</u>	<u>1,920,106</u>
Benefits			

FY26-27 Gilroy Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
3101 STRS	527,575	542,083	556,611
3301 OASDI	112,836	115,939	119,047
3311 Medicare	66,441	68,268	70,097
3401 Health and Welfare	833,000	855,908	878,846
3501 State Unemployment	48,496	48,523	48,549
3601 Workers' Compensation	64,150	65,914	67,680
3901 Other Benefits	-	-	-
	1,652,498	1,696,635	1,740,831
Books and Supplies			
4100 Textbooks and Core Curricula	10,230	10,511	10,793
4200 Books and Other Materials	23,400	24,044	24,688
4302 School Supplies	52,900	54,355	55,811
4305 Software	251,796	258,720	265,654
4310 Office Expense	38,800	39,867	40,935
4311 Business Meals	8,100	8,323	8,546
4312 School Fundraising	10,800	11,097	11,394
4400 Noncapitalized Equipment	181,651	186,646	191,648
4700 Food Services	150,079	154,206	158,338
	727,755	747,769	767,809
Subagreement Services			
5101 Nursing	1,150	1,182	1,213
5102 Special Education	150,000	154,125	158,256
5103 Substitute Teacher	500	514	528
5104 Transportation	300	308	317
5105 Security	7,750	7,963	8,177
5106 Other Educational Consultants	15,100	15,515	15,931
	174,800	179,607	184,420
Operations and Housekeeping			
5201 Auto and Travel	4,300	4,418	4,537
5300 Dues & Memberships	-	-	-
5400 Insurance	54,600	56,102	57,605
5501 Utilities	16,900	17,365	17,830
5516 Miscellaneous Expense	24,980	25,667	26,355
5900 Communications	12,800	13,152	13,504
5901 Postage and Shipping	500	514	528
	114,080	117,217	120,359
Facilities, Repairs and Other Leases			
5603 Equipment Leases	19,000	19,523	20,046
5610 Repairs and Maintenance	97,600	100,284	102,972
	116,600	119,807	123,017
Professional/Consulting Services			
5801 IT	108,000	110,970	113,944
5803 Legal	3,100	3,185	3,271
5804 Professional Development	17,100	17,570	18,041
5805 General Consulting	7,100	7,295	7,491
5806 Special Activities/Field Trips	50,000	51,375	52,752
5807 Bank Charges	2,000	2,055	2,110
5809 Other taxes and fees	4,600	4,727	4,853
5810 Payroll Service Fee	3,800	3,905	4,009
5811 Management Fee	1,036,399	1,090,670	1,127,093

FY26-27 Gilroy Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
5812 District Oversight Fee	222,086	233,715	241,520
5814 SPED Encroachment	18,977	18,963	19,512
5815 Public Relations/Recruitment	300	308	317
	<u>1,473,462</u>	<u>1,544,738</u>	<u>1,594,913</u>
Depreciation			
6900 Depreciation Expense	34,000	34,935	35,871
	<u>34,000</u>	<u>34,935</u>	<u>35,871</u>
Interest			
	-	-	-
Total Expenses	\$ 8,875,310	\$ 9,148,831	\$ 9,401,521
Surplus (Deficit)	\$ 584,775	\$ 659,102	\$ 697,313
	6.59%		
Fund Balance, Beginning of Year	\$ 4,490,397	\$ 5,075,172	\$ 5,734,274
Fund Balance, End of Year	\$ 5,075,172	\$ 5,734,274	\$ 6,431,587
	57.2%	62.7%	68.4%
Cash Flow Adjustments			
Surplus (Deficit)	584,775	659,102	697,313
Cash Flows From Operating Activities			
Depreciation/Amortization	34,000	34,935	35,871
Public Funding Receivables	240,646	(47,436)	(49,184)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	21,899	5,087	1,427
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
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	881,320	651,688	685,427
Cash, Beginning of Year	84,874	966,194	1,617,882
Cash, End of Year	\$ 966,194	\$ 1,617,882	\$ 2,303,310

FY26-27 Hayward Collegiate

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	252.00	252.00	252.00
Average Daily Attendance	236.88	236.88	236.88
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 1,955,945	\$ 2,025,640	\$ 2,131,476
8012 Education Protection Account	47,376	47,376	47,376
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,096,697	1,096,697	1,096,697
	<u>3,100,018</u>	<u>3,169,713</u>	<u>3,275,549</u>
Federal Revenue			
8181 Special Education - Entitlement	33,740	35,280	35,280
8220 Federal Child Nutrition	55,203	55,203	55,203
8290 Title I, Part A - Basic Low Income	51,024	51,024	51,024
8291 Title II, Part A - Teacher Quality	7,090	7,090	7,090
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>157,057</u>	<u>158,597</u>	<u>158,597</u>
Other State Revenue			
8311 State Special Education	222,940	229,762	237,436
8520 Child Nutrition	5,225	5,385	5,565
8545 School Facilities (SB740)	159,603	164,391	169,323
8550 Mandated Cost	4,799	5,129	5,300
8560 State Lottery	64,431	64,431	64,431
8599 Other State Revenue	438,976	433,400	292,991
	<u>895,974</u>	<u>902,498</u>	<u>775,046</u>
Other Local Revenue			
8690 Other Local Revenue	-	-	-
8698 ASB Fundraising	119,700	119,700	119,700
	<u>119,700</u>	<u>119,700</u>	<u>119,700</u>
Total Revenue	\$ 4,272,749	\$ 4,350,508	\$ 4,328,892
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	923,441	948,835	974,264
1175 Teachers' Extra Duty/Stipends	36,412	37,413	38,416
1200 Pupil Support Salaries	70,546	72,486	74,429
1300 Administrators' Salaries	211,896	217,723	223,558
	<u>1,242,295</u>	<u>1,276,458</u>	<u>1,310,667</u>
Classified Salaries			
2100 Instructional Salaries	374,676	384,980	395,297
2200 Support Salaries	-	-	-
2400 Clerical and Office Staff Salaries	123,014	126,397	129,785
2900 Other Classified Salaries	282,254	290,016	297,788
	<u>779,945</u>	<u>801,393</u>	<u>822,870</u>
Benefits			
3101 STRS	237,278	243,803	250,337

FY26-27 Hayward Collegiate

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
3301 OASDI	48,357	49,686	51,018
3311 Medicare	29,322	30,129	30,936
3401 Health and Welfare	391,000	401,753	412,519
3501 State Unemployment	23,750	23,770	23,790
3601 Workers' Compensation	28,311	29,090	29,870
3901 Other Benefits	-	-	-
	758,019	778,231	798,470
Books and Supplies			
4100 Textbooks and Core Curricula	10,230	10,511	10,793
4200 Books and Other Materials	21,900	22,502	23,105
4302 School Supplies	50,400	49,286	50,607
4305 Software	167,293	64,893	66,632
4310 Office Expense	40,000	41,100	42,201
4311 Business Meals	4,700	4,829	4,959
4400 Noncapitalized Equipment	3,488	3,584	3,680
4700 Food Services	60,428	62,090	63,754
	358,438	258,795	265,731
Subagreement Services			
5101 Nursing	500	514	528
5102 Special Education	40,000	41,100	42,201
5105 Security	9,800	10,070	10,339
5106 Other Educational Consultants	26,300	27,023	27,747
	76,600	78,707	80,816
Operations and Housekeeping			
5201 Auto and Travel	9,500	9,761	10,023
5300 Dues & Memberships	-	-	-
5400 Insurance	20,300	20,858	21,417
5501 Utilities	27,500	28,256	29,014
5502 Janitorial Services	7,500	7,706	7,913
5516 Miscellaneous Expense	11,450	11,765	12,080
5900 Communications	14,200	14,591	14,982
5901 Postage and Shipping	200	206	211
	90,650	93,143	95,639
Facilities, Repairs and Other Leases			
5601 Rent	236,449	243,543	250,849
5602 Additional Rent	700	719	739
5603 Equipment Leases	12,400	12,741	13,082
5604 Other Leases	300	308	317
5610 Repairs and Maintenance	38,400	39,456	40,513
	288,249	296,767	305,500
Professional/Consulting Services			
5801 IT	77,087	79,207	81,330
5803 Legal	1,000	1,028	1,055
5804 Professional Development	11,100	11,405	11,711
5805 General Consulting	5,200	5,343	5,486
5806 Special Activities/Field Trips	18,000	18,495	18,991
5809 Other taxes and fees	7,700	7,912	8,124
5810 Payroll Service Fee	1,800	1,850	1,899
5811 Management Fee	434,003	443,760	458,577
5812 District Oversight Fee	31,000	31,697	32,755

FY26-27 Hayward Collegiate

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
5814 SPED Encroachment	7,700	7,951	8,181
5815 Public Relations/Recruitment	200	206	211
	<u>594,790</u>	<u>608,853</u>	<u>628,320</u>
Depreciation			
6900 Depreciation Expense	2,200	2,261	2,321
	<u>2,200</u>	<u>2,261</u>	<u>2,321</u>
Interest			
	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	\$ 4,191,185	\$ 4,194,606	\$ 4,310,334
Surplus (Deficit)	\$ 81,564	\$ 155,902	\$ 18,558
	1.95%		
Fund Balance, Beginning of Year	\$ 36,708	\$ 118,272	\$ 274,173
Fund Balance, End of Year	\$ 118,272	\$ 274,173	\$ 292,731
	2.8%	6.5%	6.8%
Cash Flow Adjustments			
Surplus (Deficit)	81,564	155,902	18,558
Cash Flows From Operating Activities			
Depreciation/Amortization	2,200	2,261	2,321
Public Funding Receivables	249,665	58,692	2,403
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	4,401	(13)	116
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
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	337,830	216,840	23,397
Cash, Beginning of Year	804,223	1,142,053	1,358,893
Cash, End of Year	\$ 1,142,053	\$ 1,358,893	\$ 1,382,291

FY26-27 Hollister Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	564.00	564.00	564.00
Average Daily Attendance	530.16	530.16	530.16
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 4,864,479	\$ 5,210,878	\$ 5,452,739
8012 Education Protection Account	106,032	106,032	106,032
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,924,920	1,924,920	1,924,920
	<u>6,895,431</u>	<u>7,241,830</u>	<u>7,483,691</u>
Federal Revenue			
8181 Special Education - Entitlement	78,960	78,960	78,960
8290 Title I, Part A - Basic Low Income	98,157	98,157	98,157
8291 Title II, Part A - Teacher Quality	15,121	15,121	15,121
8293 Title III - Limited English	17,841	17,841	17,841
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>220,079</u>	<u>220,079</u>	<u>220,079</u>
Other State Revenue			
8311 State Special Education	506,179	514,228	531,403
8550 Mandated Cost	15,728	11,480	11,863
8560 State Lottery	144,204	144,204	144,204
8599 Other State Revenue	890,296	872,930	866,481
	<u>1,556,407</u>	<u>1,542,841</u>	<u>1,553,951</u>
Other Local Revenue			
8690 Other Local Revenue	-	-	-
8698 ASB Fundraising	59,850	59,850	59,850
8699 School Fundraising	-	-	-
	<u>59,850</u>	<u>59,850</u>	<u>59,850</u>
Total Revenue	\$ 8,731,767	\$ 9,064,600	\$ 9,317,571
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,808,695	1,858,434	1,908,240
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	80,028	82,229	84,433
1200 Pupil Support Salaries	363,511	373,507	383,517
1300 Administrators' Salaries	434,504	446,453	458,418
	<u>2,686,739</u>	<u>2,760,624</u>	<u>2,834,609</u>
Classified Salaries			
2100 Instructional Salaries	1,122,878	1,153,757	1,184,678
2200 Support Salaries	-	-	-
2400 Clerical and Office Staff Salaries	253,085	260,045	267,015
2900 Other Classified Salaries	322,885	331,765	340,656
	<u>1,698,849</u>	<u>1,745,567</u>	<u>1,792,348</u>
Benefits			

FY26-27 Hollister Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
3101 STRS	513,167	527,279	541,410
3301 OASDI	105,329	108,225	111,126
3311 Medicare	63,591	65,340	67,091
3401 Health and Welfare	722,500	742,369	762,264
3501 State Unemployment	42,183	42,197	42,212
3601 Workers' Compensation	61,398	63,087	64,777
3901 Other Benefits	-	-	-
	1,508,168	1,548,497	1,588,881
Books and Supplies			
4100 Textbooks and Core Curricula	7,400	7,604	7,807
4200 Books and Other Materials	22,300	22,913	23,527
4302 School Supplies	43,900	45,107	46,316
4305 Software	183,743	188,796	193,855
4310 Office Expense	66,800	68,637	70,476
4311 Business Meals	4,900	5,035	5,170
4400 Noncapitalized Equipment	181,330	186,316	191,309
4700 Food Services	37,000	38,018	39,036
	547,372	562,425	577,498
Subagreement Services			
5101 Nursing	1,900	1,952	2,005
5102 Special Education	250,000	256,875	263,759
5104 Transportation	5,500	5,651	5,803
5105 Security	4,250	4,367	4,484
5106 Other Educational Consultants	13,800	14,180	14,560
	275,450	283,025	290,610
Operations and Housekeeping			
5201 Auto and Travel	4,900	5,035	5,170
5300 Dues & Memberships	1,400	1,439	1,477
5400 Insurance	49,500	50,861	52,224
5501 Utilities	138,900	142,720	146,545
5502 Janitorial Services	1,400	1,439	1,477
5516 Miscellaneous Expense	12,000	12,330	12,660
5900 Communications	11,500	11,816	12,133
5901 Postage and Shipping	700	719	739
	220,300	226,358	232,425
Facilities, Repairs and Other Leases			
5603 Equipment Leases	50,200	51,581	52,963
5610 Repairs and Maintenance	19,700	20,242	20,784
	69,900	71,822	73,747
Professional/Consulting Services			
5801 IT	76,472	78,575	80,680
5804 Professional Development	36,995	38,012	39,031
5805 General Consulting	7,800	8,015	8,229
5806 Special Activities/Field Trips	50,000	51,375	52,752
5808 Printing	800	822	844
5809 Other taxes and fees	6,100	6,268	6,436
5810 Payroll Service Fee	3,600	3,699	3,798
5811 Management Fee	965,360	1,013,856	1,047,717
5812 District Oversight Fee	206,863	217,255	224,511

FY26-27 Hollister Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
5814 SPED Encroachment	17,554	17,796	18,311
5815 Public Relations/Recruitment	100	103	106
	<u>1,371,644</u>	<u>1,435,775</u>	<u>1,482,414</u>
Depreciation			
6900 Depreciation Expense	25,200	25,893	26,587
	<u>25,200</u>	<u>25,893</u>	<u>26,587</u>
Interest			
	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	\$ 8,403,621	\$ 8,659,986	\$ 8,899,118
Surplus (Deficit)	\$ 328,146	\$ 404,614	\$ 418,452
	3.90%		
Fund Balance, Beginning of Year	\$ 2,062,733	\$ 2,390,879	\$ 2,795,493
Fund Balance, End of Year	\$ 2,390,879	\$ 2,795,493	\$ 3,213,945
	28.5%	32.3%	36.1%
Cash Flow Adjustments			
Surplus (Deficit)	328,146	404,614	418,452
Cash Flows From Operating Activities			
Depreciation/Amortization	25,200	25,893	26,587
Public Funding Receivables	580,700	58,071	(23,052)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	21,394	1,270	699
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
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	955,439	489,848	422,687
Cash, Beginning of Year	1,631,466	2,586,905	3,076,753
Cash, End of Year	\$ 2,586,905	\$ 3,076,753	\$ 3,499,440

FY26-27 Watsonville Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	570.00	570.00	570.00
Average Daily Attendance	535.80	535.80	535.80
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 8,275,630	\$ 8,524,520	\$ 8,812,767
8012 Education Protection Account	107,160	107,160	107,160
8019 State Aid - Prior Year	-	-	-
	<u>8,382,790</u>	<u>8,631,680</u>	<u>8,919,927</u>
Federal Revenue			
8181 Special Education - Entitlement	75,180	79,800	79,800
8220 Federal Child Nutrition	186,215	186,215	186,215
8290 Title I, Part A - Basic Low Income	157,776	157,776	157,776
8291 Title II, Part A - Teacher Quality	19,342	19,342	19,342
8293 Title III - Limited English	27,980	27,980	27,980
8296 Other Federal Revenue	10,000	10,000	10,000
	<u>476,493</u>	<u>481,113</u>	<u>481,113</u>
Other State Revenue			
8311 State Special Education	504,268	519,699	537,057
8520 Child Nutrition	17,626	18,165	18,772
8545 School Facilities (SB740)	726,223	748,446	750,479
8550 Mandated Cost	14,458	11,602	11,989
8560 State Lottery	145,738	145,738	145,738
8599 Other State Revenue	1,404,448	1,395,810	1,364,173
	<u>2,812,760</u>	<u>2,839,459</u>	<u>2,828,207</u>
Other Local Revenue			
8660 Interest Revenue	-	-	-
8690 Other Local Revenue	-	-	-
8698 ASB Fundraising	35,910	35,910	35,910
8699 School Fundraising	-	-	-
	<u>35,910</u>	<u>35,910</u>	<u>35,910</u>
Total Revenue	\$ 11,707,953	\$ 11,988,162	\$ 12,265,157
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,912,463	1,965,055	2,017,719
1170 Teachers' Substitute Hours	-	-	-
1175 Teachers' Extra Duty/Stipends	70,000	71,925	73,853
1200 Pupil Support Salaries	280,684	288,402	296,132
1300 Administrators' Salaries	431,672	443,543	455,430
	<u>2,694,818</u>	<u>2,768,926</u>	<u>2,843,133</u>
Classified Salaries			
2100 Instructional Salaries	1,264,657	1,302,657	1,337,568
2200 Support Salaries	67,898	69,765	71,635
2300 Classified Administrators' Salaries	45,475	46,726	47,978
2400 Clerical and Office Staff Salaries	227,503	233,759	240,024
2900 Other Classified Salaries	516,837	531,050	545,282

FY26-27 Watsonville Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
	2,122,370	2,183,957	2,242,487
Benefits			
3101 STRS	514,710	528,865	543,038
3301 OASDI	131,587	135,405	139,034
3311 Medicare	69,849	71,817	73,741
3401 Health and Welfare	918,000	943,245	968,524
3501 State Unemployment	52,884	52,896	52,909
3601 Workers' Compensation	67,441	69,340	71,199
3901 Other Benefits	-	-	-
	1,754,471	1,801,569	1,848,445
Books and Supplies			
4100 Textbooks and Core Curricula	9,130	9,381	9,632
4200 Books and Other Materials	29,200	30,003	30,807
4302 School Supplies	41,000	42,128	43,257
4305 Software	171,379	176,092	180,812
4310 Office Expense	43,700	44,902	46,105
4311 Business Meals	5,600	5,754	5,908
4400 Noncapitalized Equipment	81,833	84,083	86,337
4700 Food Services	203,841	209,446	215,059
	585,683	601,789	617,917
Subagreement Services			
5101 Nursing	469	482	495
5102 Special Education	150,000	154,125	158,256
5104 Transportation	8,000	8,220	8,440
5105 Security	8,200	8,426	8,651
5106 Other Educational Consultants	412,600	423,947	435,308
	579,269	595,199	611,151
Operations and Housekeeping			
5201 Auto and Travel	11,600	11,919	12,238
5300 Dues & Memberships	100	103	106
5400 Insurance	48,100	49,423	50,747
5501 Utilities	216,800	222,762	228,732
5516 Miscellaneous Expense	15,700	16,132	16,564
5900 Communications	16,100	16,543	16,986
5901 Postage and Shipping	1,200	1,233	1,266
	309,600	318,114	326,639
Facilities, Repairs and Other Leases			
5601 Rent	1,350,919	1,377,938	1,405,497
5602 Additional Rent	9,700	9,967	10,234
5603 Equipment Leases	23,900	24,557	25,215
5610 Repairs and Maintenance	59,000	60,623	62,247
	1,443,519	1,473,084	1,503,193
Professional/Consulting Services			
5801 IT	113,205	116,318	119,435
5803 Legal	6,200	6,371	6,541
5804 Professional Development	42,800	43,977	45,156
5805 General Consulting	20,500	21,064	21,628
5806 Special Activities/Field Trips	49,740	51,108	52,478
5807 Bank Charges	300	308	317
5808 Printing	1,600	1,644	1,688
5809 Other taxes and fees	11,400	11,714	12,027

FY26-27 Watsonville Prep School

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
5810 Payroll Service Fee	3,700	3,802	3,904
5811 Management Fee	1,173,591	1,208,435	1,248,790
5812 District Oversight Fee	83,828	86,317	89,199
5814 SPED Encroachment	17,383	17,985	18,506
5815 Public Relations/Recruitment	700	719	739
	<u>1,524,947</u>	<u>1,569,761</u>	<u>1,620,407</u>
Depreciation			
6900 Depreciation Expense	10,000	10,275	10,550
	<u>10,000</u>	<u>10,275</u>	<u>10,550</u>
Interest			
	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	\$ 11,024,678	\$ 11,322,675	\$ 11,623,924
Surplus (Deficit)	\$ 683,275	\$ 665,487	\$ 641,234
	6.20%		
Fund Balance, Beginning of Year	\$ (544,092)	\$ 139,183	\$ 804,670
Fund Balance, End of Year	\$ 139,183	\$ 804,670	\$ 1,445,903
	1.3%	7.1%	12.4%
Cash Flow Adjustments			
Surplus (Deficit)	683,275	665,487	641,234
Cash Flows From Operating Activities			
Depreciation/Amortization	10,000	10,275	10,550
Public Funding Receivables	422,094	201,954	(25,297)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	11,913	(176)	306
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
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	-	-	-
	<u>1,127,282</u>	<u>877,540</u>	<u>626,793</u>
Total Change in Cash	1,127,282	877,540	626,793
Cash, Beginning of Year	317,638	1,444,920	2,322,460
	<u>317,638</u>	<u>1,444,920</u>	<u>2,322,460</u>
Cash, End of Year	\$ 1,444,920	\$ 2,322,460	\$ 2,949,253

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	250.00	460.00	720.00
Average Daily Attendance	235.00	432.40	676.80
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 2,590,690	\$ 4,779,273	\$ 7,860,724
8012 Education Protection Account	47,000	86,480	135,360
8096 In Lieu of Property Taxes	1,407,471	2,589,747	4,053,517
	<u>4,045,161</u>	<u>7,455,500</u>	<u>12,049,601</u>
Federal Revenue			
8181 Special Education - Entitlement	-	35,000	54,783
8220 Federal Child Nutrition	107,927	198,586	310,831
8290 Title I, Part A - Basic Low Income	-	95,630	149,682
8291 Title II, Part A - Teacher Quality	-	10,800	16,904
8296 Other Federal Revenue	174,297	-	-
	<u>282,225</u>	<u>340,016</u>	<u>532,200</u>
Other State Revenue			
8311 State Special Education	221,170	419,406	678,387
8520 Child Nutrition	10,216	19,372	31,334
8545 School Facilities (SB740)	318,519	604,009	722,099
8550 Mandated Cost	-	7,332	14,313
8560 State Lottery	63,920	117,613	184,090
8599 Other State Revenue	15,275	476,626	708,127
	<u>629,100</u>	<u>1,644,358</u>	<u>2,338,350</u>
Other Local Revenue			
8690 Other Local Revenue	431,000	231,000	264,000
	<u>431,000</u>	<u>231,000</u>	<u>264,000</u>
Total Revenue	\$ 5,387,485	\$ 9,670,874	\$ 15,184,151
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	970,772	1,223,791	1,781,787
1175 Teachers' Extra Duty/Stipends	42,483	49,946	66,048
1200 Pupil Support Salaries	305,870	311,988	318,227
1300 Administrators' Salaries	268,190	273,554	469,765
	<u>1,587,315</u>	<u>1,859,278</u>	<u>2,635,828</u>
Classified Salaries			
2100 Instructional Salaries	752,711	987,127	1,174,680
2200 Support Salaries	229,133	450,450	513,533
2300 Classified Administrators' Salaries	125,000	127,500	379,966
2400 Clerical and Office Staff Salaries	163,098	166,360	169,687
2900 Other Classified Salaries	106,493	254,519	447,180
	<u>1,376,436</u>	<u>1,985,956</u>	<u>2,685,047</u>
Benefits			
3101 STRS	303,177	355,122	503,443
3301 OASDI	85,339	123,129	166,473

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
3311 Medicare	42,974	55,756	77,153
3401 Health and Welfare	337,500	506,640	714,869
3501 State Unemployment	24,500	33,320	44,100
3601 Workers' Compensation	41,493	53,833	74,492
3901 Other Benefits	29,638	38,452	53,209
	864,620	1,166,253	1,633,739
Books and Supplies			
4100 Textbooks and Core Curricula	42,425	80,208	128,907
4200 Books and Other Materials	625	1,182	1,899
4302 School Supplies	68,307	129,142	207,553
4305 Software	29,396	55,576	89,320
4310 Office Expense	37,022	69,994	112,491
4311 Business Meals	9,174	17,345	27,876
4400 Noncapitalized Equipment	306,865	208,800	274,600
4700 Food Services	118,143	223,361	358,978
	611,958	785,608	1,201,626
Subagreement Services			
5101 Nursing	1,350	2,552	4,102
5102 Special Education	40,000	75,625	121,542
5104 Transportation	35,250	66,644	107,107
5105 Security	14,857	28,088	45,142
5106 Other Educational Consultants	179,672	309,687	497,718
	271,129	482,596	775,612
Operations and Housekeeping			
5201 Auto and Travel	11,207	21,188	34,053
5300 Dues & Memberships	7,226	13,662	21,957
5400 Insurance	43,264	81,794	131,456
5501 Utilities	49,312	93,230	149,836
5502 Janitorial Services	13,527	25,573	41,101
5516 Miscellaneous Expense	5,000	5,138	5,275
5900 Communications	19,157	36,219	58,209
5901 Postage and Shipping	1,904	3,599	5,784
	150,597	280,402	447,671
Facilities, Repairs and Other Leases			
5601 Rent	774,306	1,470,392	1,069,777
5602 Additional Rent	10,385	19,633	31,554
5603 Equipment Leases	22,849	43,198	69,427
5604 Other Leases	1,925	3,639	5,848
5610 Repairs and Maintenance	16,419	31,043	49,891
	825,884	1,567,905	1,226,496
Professional/Consulting Services			
5801 IT	65,094	123,067	197,789
5804 Professional Development	13,404	25,342	40,729
5805 General Consulting	30,353	57,385	92,227
5806 Special Activities/Field Trips	29,027	54,879	88,199
5808 Printing	9,278	17,541	28,191
5809 Other taxes and fees	6,620	12,516	20,115
5811 Management Fee	566,323	1,043,770	1,686,944
5812 District Oversight Fee	40,452	74,555	120,496
5814 SPED Encroachment	12,164	24,992	40,324

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
5815 Public Relations/Recruitment	6,364	6,539	6,714
	779,078	1,440,585	2,321,728
Depreciation			
6900 Depreciation Expense	11,750	12,073	12,397
	11,750	12,073	12,397
Interest			
7438 Interest Expense	42,001	74,375	43,749
	42,001	74,375	43,749
Total Expenses	\$ 6,520,767	\$ 9,655,031	\$ 12,983,892
Surplus (Deficit)	\$ (1,133,282)	\$ 15,843	\$ 2,200,259
Fund Balance, Beginning of Year	\$ -	\$ (1,133,282)	\$ (1,117,438)
Fund Balance, End of Year	\$ (1,133,282)	\$ (1,117,438)	\$ 1,082,821
	-17.4%	-11.6%	8.3%
Cash Flow Adjustments			
Surplus (Deficit)	(1,133,282)	15,843	2,200,259
Cash Flows From Operating Activities			
Depreciation/Amortization	11,750	12,073	12,397
Public Funding Receivables	(598,614)	(599,831)	(676,689)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	5,867	6,864	7,013
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	(150,000)	(30,000)	(30,000)
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Line of Credit	2,400,000	1,600,000	1,200,000
Payments on Line of Credit	(2,050,000)	(1,450,000)	(1,700,000)
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(1,514,279)	(445,051)	1,012,980
Cash, Beginning of Year	-	(1,514,279)	(1,959,329)
Cash, End of Year	\$ (1,514,279)	\$ (1,959,329)	\$ (946,350)

FY26-27 Budget: Navigator - Support Office

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
Assumptions			
State COLA	2.41%	3.06%	3.34%
Other Revenue COLA	n/a	0.00%	0.00%
Expense COLA	3.08%	2.75%	2.68%
Enrollment	-	-	-
Average Daily Attendance	-	-	-
Revenues			
State Aid - Revenue Limit			
	-	-	-
Federal Revenue			
8220 Federal Child Nutrition	0	-	-
8294 Title V, Part B - PCSG	2,521,086	3,237,525	2,355,524
8296 Other Federal Revenue	-	-	-
	2,521,086	3,237,525	2,355,524
Other State Revenue			
8311 State Special Education	0	-	-
8520 Child Nutrition	0	-	-
8545 School Facilities (SB740)	0	-	-
	0	-	-
Other Local Revenue			
8660 Interest Revenue	-	-	-
8689 Other Fees and Contracts	-	-	-
8690 Other Local Revenue	4,175,675	4,800,492	5,569,121
8699 School Fundraising	300,000	\$300,000	\$250,000
	4,475,675	5,100,492	5,819,121
Total Revenue	\$ 6,996,761	\$ 8,338,017	\$ 8,174,644
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	83,595	85,894	88,196
1200 Pupil Support Salaries	117,679	120,915	124,155
1300 Administrators' Salaries	1,251,118	1,285,524	1,319,976
	1,452,392	1,492,333	1,532,328
Classified Salaries			
2100 Instructional Salaries	-	-	-
2200 Support Salaries	799,370	821,352	843,365
2300 Classified Administrators' Salaries	376,426	386,777	397,143
2400 Clerical and Office Staff Salaries	54,065	55,552	57,041
2900 Other Classified Salaries	530,767	545,363	559,979
	1,760,628	1,809,045	1,857,528
Benefits			
3101 STRS	277,407	285,036	292,675
3301 OASDI	109,159	112,161	115,167
3311 Medicare	46,589	47,870	49,153
3401 Health and Welfare	221,000	227,078	233,163
3501 State Unemployment	16,256	16,258	16,260

FY26-27 Budget: Navigator - Support Office

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
3601 Workers' Compensation	44,982	46,219	47,458
3901 Other Benefits	-	-	-
	<u>715,393</u>	<u>734,621</u>	<u>753,876</u>
Books and Supplies			
4200 Books and Other Materials	200	206	211
4302 School Supplies	15,900	16,337	16,775
4305 Software	153,500	157,721	161,948
4310 Office Expense	24,400	25,071	25,743
4311 Business Meals	25,600	26,304	27,009
4312 School Fundraising	2,400	2,466	2,532
4400 Noncapitalized Equipment	19,798	20,342	20,887
4700 Food Services	300	308	317
	<u>242,098</u>	<u>248,755</u>	<u>255,422</u>
Subagreement Services			
5104 Transportation	-	-	-
5105 Security	500	514	528
5106 Other Educational Consultants	157,200	161,523	165,852
	<u>157,700</u>	<u>162,037</u>	<u>166,379</u>
Operations and Housekeeping			
5201 Auto and Travel	109,200	112,203	115,210
5300 Dues & Memberships	15,300	15,721	16,142
5400 Insurance	72,000	73,980	75,963
5501 Utilities	5,700	5,857	6,014
5502 Janitorial Services	1,400	1,439	1,477
5516 Miscellaneous Expense	400	411	422
5900 Communications	2,398	2,464	2,530
5901 Postage and Shipping	10,053	10,329	10,606
	<u>216,451</u>	<u>222,403</u>	<u>228,363</u>
Facilities, Repairs and Other Leases			
5601 Rent	38,270	38,270	38,270
5602 Additional Rent	3,500	3,596	3,693
5603 Equipment Leases	16,900	17,365	17,830
5610 Repairs and Maintenance	24,000	24,660	25,321
	<u>82,670</u>	<u>83,891</u>	<u>85,114</u>
Professional/Consulting Services			
5801 IT	54,915	56,426	57,938
5802 Audit & Taxes	120,300	123,608	126,921
5803 Legal	191,600	196,869	202,145
5804 Professional Development	79,900	82,097	84,297
5805 General Consulting	865,000	888,788	912,607
5807 Bank Charges	8,000	8,220	8,440
5808 Printing	1,132	1,163	1,194
5809 Other taxes and fees	85,000	87,338	89,678
5810 Payroll Service Fee	65,600	67,404	69,210
5811 Management Fee	765,898	865,745	984,768
5815 Public Relations/Recruitment	110,400	113,436	116,476
	<u>2,347,745</u>	<u>2,491,093</u>	<u>2,653,676</u>
Depreciation			

FY26-27 Budget: Navigator - Support Office

Multi-Year Forecast

Revised 4/8/26



	2026-27	2027-28	2028-29
	Budget	Forecast	Forecast
6900 Depreciation Expense	6,500	6,679	6,858
	6,500	6,679	6,858
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	\$ 6,981,577	\$ 7,250,858	\$ 7,539,544
Surplus (Deficit)	\$ 15,184	\$ 1,087,158	\$ 635,101
Fund Balance, Beginning of Year	\$ 123,420	\$ 138,604	\$ 1,225,762
Fund Balance, End of Year	\$ 138,604	\$ 1,225,762	\$ 1,860,863
	2.0%	16.9%	24.7%
Cash Flow Adjustments			
Surplus (Deficit)	15,184	1,087,158	635,101
Cash Flows From Operating Activities			
Depreciation/Amortization	6,500	6,679	6,858
Public Funding Receivables	435,341	(0)	-
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	-	-
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
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	457,025	1,093,837	641,958
Cash, Beginning of Year	4,010,120	4,467,145	5,560,982
Cash, End of Year	\$ 4,467,145	\$ 5,560,982	\$ 6,202,940



FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY26-27

Revised 4/8/26

Actuals Through:

ADA = 564.94

	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 Budget	Original Budget Total	Favorable / (Unfav.)
5501 Utilities	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	16,900	16,900	-
5516 Miscellaneous Expense	-	-	2,498	2,498	2,498	2,498	2,498	2,498	2,498	2,498	2,498	2,498	-	24,980	24,980	-
5900 Communications	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	-	12,800	12,800	-
5901 Postage and Shipping	-	-	50	50	50	50	50	50	50	50	50	50	-	500	500	-
Facilities, Repairs and Other Leases	7,025	7,416	9,964	9,964	9,964	9,964	9,964	9,964	9,964	9,964	9,964	9,964	-	114,080	114,080	-
5603 Equipment Leases	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	-	19,000	19,000	-
5610 Repairs and Maintenance	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	-	97,600	97,600	-
Professional/Consulting Services	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	-	108,000	108,000	-
5801 IT	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100	3,100	-
5803 Legal	-	-	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	-	17,100	17,100	-
5804 Professional Development	-	-	710	710	710	710	710	710	710	710	710	710	-	7,100	7,100	-
5805 General Consulting	-	-	-	-	-	16,667	16,667	16,667	-	-	-	-	-	50,000	50,000	-
5806 Special Activities/Field Trips	-	-	200	200	200	200	200	200	200	200	200	200	-	2,000	2,000	-
5807 Bank Charges	-	-	460	460	460	460	460	460	460	460	460	460	-	4,600	4,600	-
5809 Other taxes and fees	317	317	317	317	317	317	317	317	317	317	317	317	-	3,800	3,800	-
5810 Payroll Service Fee	86,367	86,367	86,367	86,367	86,367	86,367	86,367	86,367	86,367	86,367	86,367	86,367	-	1,036,399	1,036,399	-
5811 Management Fee	-	12,291	19,403	19,201	19,201	20,048	19,201	19,201	24,677	17,004	17,004	17,004	17,852	222,086	222,086	-
5812 District Oversight Fee	-	820	820	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	4,047	18,977	18,977	-
5814 SPED Encroachment	-	-	30	30	30	30	30	30	30	30	30	30	-	300	300	-
5815 Public Relations/Recruitment	95,942	109,053	119,275	119,729	119,729	137,243	136,395	136,395	125,205	117,532	117,532	117,532	21,899	1,473,462	1,473,462	-
Depreciation	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	-	34,000	34,000	-
6900 Depreciation Expense	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	-	34,000	34,000	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	267,810	785,293	799,573	800,027	800,027	810,304	782,825	780,401	764,361	754,263	754,263	754,263	21,899	8,875,310	8,875,310	-
Monthly Surplus (Deficit)	(267,810)	(344,412)	(95,158)	131,371	(88,828)	25,312	194,039	(69,201)	129,387	149,392	(116,273)	(103,712)	1,040,667	584,775	584,775	-
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(267,810)	(344,412)	(95,158)	131,371	(88,828)	25,312	194,039	(69,201)	129,387	149,392	(116,273)	(103,712)	1,040,667	584,775		
Cash flows from operating activities																
Depreciation/Amortization	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	-	34,000		
Public Funding Receivables	788,123	-	339,699	-	-	74,620	100,771	-	-	-	-	-	(1,062,566)	240,646		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	21,899	21,899		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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	523,146	(341,579)	247,374	134,204	(85,994)	102,765	297,643	(66,368)	132,221	152,225	(113,439)	(100,878)				
Cash, Beginning of Month	84,874	608,021	266,442	513,817	648,021	562,026	664,791	962,434	896,066	1,028,287	1,180,512	1,067,073				
Cash, End of Month	608,021	266,442	513,817	648,021	562,026	664,791	962,434	896,066	1,028,287	1,180,512	1,067,073	966,194				

FY26-27 Gilroy Prep School

Monthly Cash Flow/Forecast FY27-28

Revised 4/8/26

ADA = 564.94



Table with columns for months (Jul-27 to Jun-28), Year-End Accruals, Annual Forecast, Prior Year Forecast, and Favorable / (Unfav.) with rows for Revenues (State Aid, Federal Revenue, Other State Revenue, Other Local Revenue) and Expenses (Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Subagreement Services, Operations and Housekeeping).



FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY26-27

Revised 4/8/26

Actuals Through:

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 Budget	Original Budget Total	Favorable / (Unfav.)
5603 Equipment Leases	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	16,900	16,900	-
5610 Repairs and Maintenance	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	-
	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	-	82,670	82,670	-
Professional/Consulting Services																
5801 IT	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	-	54,915	54,915	-
5802 Audit & Taxes	-	-	-	40,100	40,100	40,100	-	-	-	-	-	-	-	120,300	120,300	-
5803 Legal	15,967	15,967	15,967	15,967	15,967	15,967	15,967	15,967	15,967	15,967	15,967	15,967	-	191,600	191,600	-
5804 Professional Development	-	-	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	-	79,900	79,900	-
5805 General Consulting	-	-	86,500	86,500	86,500	86,500	86,500	86,500	86,500	86,500	86,500	86,500	-	865,000	865,000	-
5807 Bank Charges	-	-	800	800	800	800	800	800	800	800	800	800	-	8,000	8,000	-
5808 Printing	-	-	113	113	113	113	113	113	113	113	113	113	-	1,132	1,132	-
5809 Other taxes and fees	-	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	85,000	85,000	-
5810 Payroll Service Fee	5,467	5,467	5,467	5,467	5,467	5,467	5,467	5,467	5,467	5,467	5,467	5,467	-	65,600	65,600	-
5811 Management Fee	63,825	63,825	63,825	63,825	63,825	63,825	63,825	63,825	63,825	63,825	63,825	63,825	-	765,898	765,898	-
5815 Public Relations/Recruitment	-	-	11,040	11,040	11,040	11,040	11,040	11,040	11,040	11,040	11,040	11,040	-	110,400	110,400	-
	89,834	89,834	204,778	244,878	244,878	244,878	204,778	204,778	204,778	204,778	204,778	204,778	-	2,347,745	2,347,745	-
Depreciation																
6900 Depreciation Expense	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500	6,500	-
	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500	6,500	-
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	270,229	481,045	612,754	652,854	652,854	652,814	612,005	611,193	609,567	608,754	608,754	608,754	-	6,981,577	6,981,577	-
Monthly Surplus (Deficit)	287,834	77,018	(54,690)	(94,790)	(94,790)	205,250	(53,942)	(53,129)	(51,504)	(50,691)	(50,691)	(50,691)	(0)	15,184	15,184	-
Cash Flow Adjustments																
Monthly Surplus (Deficit)	287,834	77,018	(54,690)	(94,790)	(94,790)	205,250	(53,942)	(53,129)	(51,504)	(50,691)	(50,691)	(50,691)	(0)	15,184		
Cash flows from operating activities																
Depreciation/Amortization	542	542	542	542	542	542	542	542	542	542	542	542	-	6,500		
Public Funding Receivables	-	-	(220)	-	-	-	435,561	-	-	-	-	-	0	435,341		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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	288,376	77,560	(54,368)	(94,249)	(94,249)	205,791	382,161	(52,587)	(50,962)	(50,149)	(50,149)	(50,149)				
Cash, Beginning of Month	4,010,120	4,298,495	4,376,055	4,321,687	4,227,438	4,133,189	4,338,981	4,721,141	4,668,554	4,617,592	4,567,443	4,517,294				
Cash, End of Month	4,298,495	4,376,055	4,321,687	4,227,438	4,133,189	4,338,981	4,721,141	4,668,554	4,617,592	4,567,443	4,517,294	4,467,145				

FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY27-28

Revised 4/8/26

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.)
Professional/Consulting Services	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	-	83,891	82,670	(1,221)
5801 IT	4,702	4,702	4,702	4,702	4,702	4,702	4,702	4,702	4,702	4,702	4,702	4,702	-	56,426	54,915	(1,510)
5802 Audit & Taxes	-	-	-	41,203	41,203	41,203	-	-	-	-	-	-	-	123,608	120,300	(3,308)
5803 Legal	16,406	16,406	16,406	16,406	16,406	16,406	16,406	16,406	16,406	16,406	16,406	16,406	-	196,869	191,600	(5,269)
5804 Professional Development	-	-	8,210	8,210	8,210	8,210	8,210	8,210	8,210	8,210	8,210	8,210	-	82,097	79,900	(2,197)
5805 General Consulting	-	-	88,879	88,879	88,879	88,879	88,879	88,879	88,879	88,879	88,879	88,879	-	888,788	865,000	(23,788)
5807 Bank Charges	-	-	822	822	822	822	822	822	822	822	822	822	-	8,220	8,000	(220)
5808 Printing	-	-	116	116	116	116	116	116	116	116	116	116	-	1,163	1,132	(31)
5809 Other taxes and fees	-	-	8,734	8,734	8,734	8,734	8,734	8,734	8,734	8,734	8,734	8,734	-	87,338	85,000	(2,338)
5810 Payroll Service Fee	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	-	67,404	65,600	(1,804)
5811 Management Fee	72,145	72,145	72,145	72,145	72,145	72,145	72,145	72,145	72,145	72,145	72,145	72,145	-	865,745	765,898	(99,847)
5815 Public Relations/Recruitment	-	-	11,344	11,344	11,344	11,344	11,344	11,344	11,344	11,344	11,344	11,344	-	113,436	110,400	(3,036)
	98,870	98,870	216,974	258,177	258,177	258,177	216,974	216,974	216,974	216,974	216,974	216,974	-	2,491,093	2,347,745	(143,348)
Depreciation																
6900 Depreciation Expense	557	557	557	557	557	557	557	557	557	557	557	557	-	6,679	6,500	(179)
	557	557	557	557	557	557	557	557	557	557	557	557	-	6,679	6,500	(179)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	284,116	500,729	636,060	677,263	677,263	677,222	635,202	634,389	632,763	631,950	631,950	631,950	-	7,250,858	6,981,577	(269,281)
Monthly Surplus (Deficit)	115,925	(100,688)	573,362	(277,222)	(277,222)	832,201	(235,161)	(234,348)	576,659	(231,909)	(231,909)	577,472	-	1,087,158	15,184	1,071,974
Cash Flow Adjustments																
Monthly Surplus (Deficit)	115,925	(100,688)	573,362	(277,222)	(277,222)	832,201	(235,161)	(234,348)	576,659	(231,909)	(231,909)	577,472	-	1,087,158		
Cash flows from operating activities																
Depreciation/Amortization	557	557	557	557	557	557	557	557	557	557	557	557	-	6,679		
Public Funding Receivables	0	-	-	-	0	(0)	0	-	-	-	-	-	-	(0)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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	116,481	(100,132)	573,919	(276,665)	(276,665)	832,757	(234,605)	(233,792)	577,216	(231,353)	(231,353)	578,028				
Cash, Beginning of Month	4,467,145	4,583,626	4,483,494	5,057,413	4,780,748	4,504,083	5,336,840	5,102,235	4,868,444	5,445,659	5,214,306	4,982,953				
Cash, End of Month	4,583,626	4,483,494	5,057,413	4,780,748	4,504,083	5,336,840	5,102,235	4,868,444	5,445,659	5,214,306	4,982,953	5,560,982				



FY26-27 Budget: Navigator - Support Office

Monthly Cash Flow/Forecast FY28-29

Revised 4/8/26

ADA = 0.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Professional/Consulting Services	7,093	7,093	7,093	7,093	7,093	7,093	7,093	7,093	7,093	7,093	7,093	7,093	-	85,114	83,891	(1,223)
5801 IT	4,828	4,828	4,828	4,828	4,828	4,828	4,828	4,828	4,828	4,828	4,828	4,828	-	57,938	56,426	(1,512)
5802 Audit & Taxes	-	-	-	42,307	42,307	42,307	-	-	-	-	-	-	-	126,921	123,608	(3,313)
5803 Legal	16,845	16,845	16,845	16,845	16,845	16,845	16,845	16,845	16,845	16,845	16,845	16,845	-	202,145	196,869	(5,276)
5804 Professional Development	-	-	8,430	8,430	8,430	8,430	8,430	8,430	8,430	8,430	8,430	8,430	-	84,297	82,097	(2,200)
5805 General Consulting	-	-	91,261	91,261	91,261	91,261	91,261	91,261	91,261	91,261	91,261	91,261	-	912,607	888,788	(23,820)
5807 Bank Charges	-	-	844	844	844	844	844	844	844	844	844	844	-	8,440	8,220	(220)
5808 Printing	-	-	119	119	119	119	119	119	119	119	119	119	-	1,194	1,163	(31)
5809 Other taxes and fees	-	-	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	8,968	-	89,678	87,338	(2,341)
5810 Payroll Service Fee	5,768	5,768	5,768	5,768	5,768	5,768	5,768	5,768	5,768	5,768	5,768	5,768	-	69,210	67,404	(1,806)
5811 Management Fee	82,064	82,064	82,064	82,064	82,064	82,064	82,064	82,064	82,064	82,064	82,064	82,064	-	984,768	865,745	(119,023)
5815 Public Relations/Recruitment	-	-	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	11,648	-	116,476	113,436	(3,040)
	109,505	109,505	230,774	273,081	273,081	273,081	230,774	230,774	230,774	230,774	230,774	230,774	-	2,653,676	2,491,093	(162,583)
Depreciation																
6900 Depreciation Expense	571	571	571	571	571	571	571	571	571	571	571	571	-	6,858	6,679	(179)
	571	571	571	571	571	571	571	571	571	571	571	571	-	6,858	6,679	(179)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	299,609	522,027	660,984	703,291	703,291	703,249	660,017	659,204	657,578	656,765	656,765	656,765	-	7,539,544	7,250,858	(288,685)
Monthly Surplus (Deficit)	164,485	(57,934)	391,990	(239,198)	(239,198)	599,725	(195,923)	(195,110)	395,397	(192,671)	(192,671)	396,210	-	635,101	1,087,158	(452,058)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	164,485	(57,934)	391,990	(239,198)	(239,198)	599,725	(195,923)	(195,110)	395,397	(192,671)	(192,671)	396,210	-	635,101		
Cash flows from operating activities																
Depreciation/Amortization	571	571	571	571	571	571	571	571	571	571	571	571	-	6,858		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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	165,056	(57,362)	392,561	(238,626)	(238,626)	600,297	(195,352)	(194,539)	395,968	(192,100)	(192,100)	396,781				
Cash, Beginning of Month	5,560,982	5,726,038	5,668,676	6,061,238	5,822,611	5,583,985	6,184,281	5,988,930	5,794,391	6,190,359	5,998,259	5,806,159				
Cash, End of Month	5,726,038	5,668,676	6,061,238	5,822,611	5,583,985	6,184,281	5,988,930	5,794,391	6,190,359	5,998,259	5,806,159	6,202,940				

Coversheet

Orange County Prep Budget Approval

Section: IV. Finance
Item: B. Orange County Prep Budget Approval
Purpose: Vote
Submitted by:
Related Material: FY27-OCP-Budget-3.10.26-10yr.pdf

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 2/21/26



	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions											
State COLA	n/a	2.41%	3.06%	3.34%	3.14%	3.18%	3.18%	3.18%	3.18%	3.18%	3.18%
Other Revenue COLA	n/a	n/a	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expense COLA	n/a	3.08%	2.75%	2.68%	2.74%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Enrollment		250.00	460.00	720.00	900.00	1,020.00	1,080.00	1,080.00	1,080.00	1,080.00	1,080.00
Average Daily Attendance	-	235.00	432.40	676.80	846.00	958.80	1,015.20	1,015.20	1,015.20	1,015.20	1,015.20
Revenues											
State Aid - Revenue Limit											
8011 LCFF State Aid	\$ -	\$ 2,590,690	\$ 4,779,272	\$ 7,860,723	\$ 10,300,984	\$ 12,165,937	\$ 13,567,309	\$ 14,198,484	\$ 14,849,917	\$ 15,522,146	\$ 16,215,634
8012 Education Protection Account	-	47,000	86,480	135,360	169,200	191,760	203,040	203,040	203,040	203,040	203,040
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	1,407,471	2,589,747	4,053,517	5,066,897	5,742,483	6,080,276	6,080,276	6,080,276	6,080,276	6,080,276
	-	4,045,161	7,455,499	12,049,600	15,537,081	18,100,180	19,850,625	20,481,800	21,133,233	21,805,462	22,498,950
Federal Revenue											
8181 Special Education - Entitlement	-	-	35,000	54,783	68,478	77,609	82,174	82,174	82,174	82,174	82,174
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	107,927	198,586	310,831	388,539	440,344	466,246	466,246	466,246	466,246	466,246
8290 Title I, Part A - Basic Low Income	-	-	95,630	149,682	187,102	212,049	224,523	224,523	224,523	224,523	224,523
8291 Title II, Part A - Teacher Quality	-	-	10,800	16,904	21,130	23,948	25,357	25,357	25,357	25,357	25,357
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	1,040,929	694,398	445,213	124,810	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-
	-	1,148,856	1,034,414	977,413	790,060	753,950	798,300	798,300	798,300	798,300	798,300
Other State Revenue											
8311 State Special Education	-	221,170	419,406	678,387	874,611	1,022,747	1,117,345	1,152,876	1,189,538	1,227,365	1,266,395
8520 Child Nutrition	-	10,216	19,372	31,334	40,397	47,240	51,609	53,250	54,943	56,691	58,493
8545 School Facilities (SB740)	-	318,519	604,009	722,099	857,582	879,786	923,775	969,964	1,018,462	1,069,385	1,122,854
8550 Mandated Cost	-	-	7,332	14,313	25,185	34,950	41,379	45,363	45,293	45,311	45,311
8560 State Lottery	-	63,920	117,613	184,090	230,112	260,794	276,134	276,134	276,134	276,134	276,134
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	15,275	476,626	708,127	935,986	1,126,014	1,296,727	1,320,201	1,320,201	1,320,201	1,320,201
	-	629,100	1,644,358	2,338,350	2,963,873	3,371,530	3,706,969	3,817,789	3,904,572	3,995,087	4,089,389
Other Local Revenue											
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-
8690 Other Local Revenue	-	431,000	231,000	264,000	198,000	132,000	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-
	-	431,000	231,000	264,000	198,000	132,000	-	-	-	-	-
Total Revenue	\$ -	\$ 6,254,117	\$ 10,365,271	\$ 15,629,363	\$ 19,489,014	\$ 22,357,659	\$ 24,355,893	\$ 25,097,889	\$ 25,836,105	\$ 26,598,849	\$ 27,386,639

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 2/21/26



	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Expenses											
Certificated Salaries											
1100 Teachers' Salaries	-	970,772	1,223,791	1,781,787	2,266,115	2,616,548	2,980,092	3,198,412	3,262,380	3,327,628	3,394,181
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	27,483	34,646	50,442	64,154	74,074	84,366	90,547	92,358	94,205	96,089
1200 Pupil Support Salaries	-	305,870	311,988	318,227	324,592	331,084	337,705	344,459	351,349	358,376	365,543
1300 Administrators' Salaries	-	268,190	273,554	469,765	479,160	488,743	498,518	508,489	518,658	529,032	539,612
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-
	-	1,572,315	1,843,978	2,620,222	3,134,021	3,510,450	3,900,682	4,141,907	4,224,745	4,309,240	4,395,425
Classified Salaries											
2100 Instructional Salaries	-	752,711	987,127	1,174,680	1,483,453	1,862,304	2,018,272	2,058,637	2,099,810	2,141,806	2,184,643
2200 Support Salaries	-	229,133	450,450	513,533	580,860	592,477	604,327	616,413	628,742	641,316	654,143
2300 Classified Administrators' Salaries	-	125,000	127,500	379,966	559,314	659,167	672,350	685,797	699,513	713,503	727,773
2400 Clerical and Office Staff Salaries	-	163,098	166,360	169,687	250,331	334,133	340,815	347,631	354,584	361,676	368,909
2900 Other Classified Salaries	-	106,493	254,519	447,180	571,373	662,707	675,961	689,480	703,270	717,335	731,682
	-	1,376,436	1,985,956	2,685,047	3,445,331	4,110,787	4,311,725	4,397,959	4,485,918	4,575,637	4,667,149
Benefits											
3101 STRS	-	300,312	352,200	500,462	598,598	670,496	745,030	791,104	806,926	823,065	839,526
3202 PERS	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	-	85,339	123,129	166,473	213,611	254,869	267,327	272,673	278,127	283,689	289,363
3311 Medicare	-	42,757	55,534	76,926	95,401	110,508	119,080	123,828	126,305	128,831	131,407
3401 Health and Welfare	-	337,500	506,640	714,869	896,084	1,039,457	1,115,087	1,156,034	1,179,155	1,202,738	1,226,793
3501 State Unemployment	-	24,010	32,830	43,610	52,920	59,780	62,720	63,700	63,700	63,700	63,700
3601 Workers' Compensation	-	41,283	53,619	74,274	92,111	106,697	114,974	119,558	121,949	124,388	126,876
3901 Other Benefits	-	29,488	38,299	53,053	65,794	76,212	82,124	85,399	87,107	88,849	90,626
	-	860,688	1,162,252	1,629,667	2,014,518	2,318,020	2,506,342	2,612,297	2,663,269	2,715,260	2,768,292
Books and Supplies											
4100 Textbooks and Core Curricula	-	42,425	80,208	128,907	165,549	193,251	210,757	217,080	223,592	230,300	237,209
4200 Books and Other Materials	-	625	1,182	1,899	2,439	2,847	3,105	3,199	3,294	3,393	3,495
4302 School Supplies	-	68,307	129,142	207,553	266,549	311,152	339,339	349,519	360,005	370,805	381,929
4305 Software	-	29,396	55,576	89,320	114,710	133,904	146,035	150,416	154,928	159,576	164,363
4310 Office Expense	-	37,022	69,994	112,491	144,467	168,641	183,918	189,436	195,119	200,972	207,001
4311 Business Meals	-	9,174	17,345	27,876	35,800	41,791	45,577	46,944	48,352	49,803	51,297
4312 School Fundraising	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	284,250	208,800	274,600	220,695	175,780	260,780	218,760	215,320	215,320	215,320
4700 Food Services	-	118,143	223,361	358,978	461,018	538,162	586,913	604,520	622,656	641,335	660,576
	-	589,343	785,608	1,201,626	1,411,228	1,565,529	1,776,424	1,779,873	1,823,266	1,871,505	1,921,190
Subagreement Services											
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	48,943	92,532	148,715	190,987	222,946	243,142	250,436	257,949	265,688	273,658
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	35,250	66,644	107,107	137,553	160,570	175,115	180,369	185,780	191,353	197,094
5105 Security	-	14,857	28,088	45,142	57,974	67,675	73,805	76,020	78,300	80,649	83,069
5106 Other Educational Consultants	-	179,672	309,687	497,718	639,195	746,153	813,746	838,159	863,303	889,202	915,878
	-	278,722	496,951	798,683	1,025,709	1,197,344	1,305,809	1,344,983	1,385,333	1,426,893	1,469,700

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 2/21/26



	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Operations and Housekeeping											
5201 Auto and Travel	-	11,207	21,188	34,053	43,733	51,050	55,675	57,345	59,066	60,838	62,663
5300 Dues & Memberships	-	7,226	13,662	21,957	28,198	32,917	35,899	36,976	38,085	39,227	40,404
5400 Insurance	-	43,264	81,794	131,456	168,823	197,073	214,925	221,373	228,014	234,854	241,900
5501 Utilities	-	49,312	93,230	149,836	192,427	224,626	244,975	252,324	259,894	267,691	275,721
5502 Janitorial Services	-	13,527	25,573	41,101	52,784	61,616	67,198	69,214	71,290	73,429	75,632
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	19,157	36,219	58,209	74,755	87,264	95,169	98,025	100,965	103,994	107,114
5901 Postage and Shipping	-	1,904	3,599	5,784	7,428	8,671	9,456	9,740	10,032	10,333	10,643
	-	145,597	275,265	442,396	568,147	663,217	723,297	744,996	767,346	790,366	814,077
Facilities, Repairs and Other Leases											
5601 Rent	-	866,640	1,562,271	1,069,777	1,270,492	1,303,386	1,368,555	1,436,983	1,508,832	1,584,274	1,663,488
5602 Additional Rent	-	10,385	19,633	31,554	40,523	47,304	51,589	53,137	54,731	56,373	58,064
5603 Equipment Leases	-	22,849	43,198	69,427	89,162	104,081	113,510	116,915	120,423	124,035	127,756
5604 Other Leases	-	1,925	3,639	5,848	7,510	8,767	9,561	9,848	10,144	10,448	10,761
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	16,419	31,043	49,891	64,072	74,793	81,569	84,016	86,536	89,132	91,806
	-	918,218	1,659,783	1,226,496	1,471,758	1,538,332	1,624,784	1,700,899	1,780,666	1,864,262	1,951,876
Professional/Consulting Services											
5801 IT	-	16,438	31,078	49,948	64,145	74,879	81,662	84,112	86,635	89,234	91,912
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-
5803 Legal	-	-	-	-	-	-	-	-	-	-	-
5804 Professional Development	-	13,404	25,342	40,729	52,307	61,059	66,591	68,588	70,646	72,765	74,948
5805 General Consulting	-	30,353	57,385	92,227	118,442	138,261	150,786	155,310	159,969	164,768	169,711
5806 Special Activities/Field Trips	-	29,027	54,879	88,199	113,270	132,224	144,202	148,528	152,984	157,573	162,300
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	-
5808 Printing	-	9,278	17,541	28,191	36,204	42,262	46,090	47,473	48,897	50,364	51,875
5809 Other taxes and fees	-	6,620	12,516	20,115	25,832	30,155	32,887	33,873	34,889	35,936	37,014
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	-	202,258	1,043,770	1,686,944	2,175,191	2,534,025	2,779,088	2,867,452	2,958,653	3,052,765	3,149,853
5812 District Oversight Fee	-	40,452	74,555	120,496	155,371	181,002	198,506	204,818	211,332	218,055	224,990
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	12,164	24,992	40,324	51,870	60,520	65,974	67,928	69,944	72,025	74,171
5815 Public Relations/Recruitment	-	6,364	6,539	6,714	6,898	7,105	7,318	7,538	7,764	7,997	8,237
	-	366,358	1,348,596	2,173,887	2,799,530	3,261,492	3,573,103	3,685,620	3,801,714	3,921,482	4,045,011
Depreciation											
6900 Depreciation Expense	-	11,750	12,073	12,397	12,736	13,118	13,512	13,917	14,335	14,765	15,208
	-	11,750	12,073	12,397	12,736	13,118	13,512	13,917	14,335	14,765	15,208
Interest											
7438 Interest Expense	-	104,418	151,958	147,000	62,123	-	-	-	-	-	-
	-	104,418	151,958	147,000	62,123	-	-	-	-	-	-
Total Expenses	\$ -	\$ 6,223,843	\$ 9,722,420	\$ 12,937,421	\$ 15,945,102	\$ 18,178,289	\$ 19,735,677	\$ 20,422,451	\$ 20,946,592	\$ 21,489,410	\$ 22,047,927
Surplus (Deficit)	\$ -	\$ 30,274	\$ 642,851	\$ 2,691,942	\$ 3,543,912	\$ 4,179,371	\$ 4,620,216	\$ 4,675,437	\$ 4,889,513	\$ 5,109,439	\$ 5,338,711

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 2/21/26



	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Fund Balance, Beginning of Year	\$ -	\$ -	\$ 30,274	\$ 673,125	\$ 3,365,067	\$ 6,908,979	\$ 11,088,350	\$ 15,708,566	\$ 20,384,003	\$ 25,273,516	\$ 30,382,955
Fund Balance, End of Year	\$ -	\$ 30,274	\$ 673,125	\$ 3,365,067	\$ 6,908,979	\$ 11,088,350	\$ 15,708,566	\$ 20,384,003	\$ 25,273,516	\$ 30,382,955	\$ 35,721,666
	#DIV/0!	0.5%	6.9%	26.0%	43.3%	61.0%	79.6%	99.8%	120.7%	141.4%	162.0%

FY26-27 Orange County Prep Petition Budget

Multi-Year Forecast

Revised 2/21/26



	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Cash Flow Adjustments											
Surplus (Deficit)	-	30,274	642,851	2,691,942	3,543,912	4,179,371	4,620,216	4,675,437	4,889,513	5,109,439	5,338,711
Cash Flows From Operating Activities											
Depreciation/Amortization	-	11,750	12,073	12,397	12,736	13,118	13,512	13,917	14,335	14,765	15,208
Public Funding Receivables	-	(815,272)	(556,773)	(614,392)	(273,224)	(204,618)	(139,451)	4,865	(74,152)	(76,828)	(79,474)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	5,867	6,864	7,013	3,859	2,751	1,500	(85)	768	792	817
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-
Cash Flows From Investing Activities											
Purchases of Prop. And Equip.	-	(150,000)	(30,000)	(30,000)	(30,000)	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-
Cash Flows From Financing Activities											
Proceeds from Line of Credit	-	4,650,000	1,600,000	1,700,000	650,000	-	-	-	-	-	-
Payments on Line of Credit	-	(3,150,000)	(1,300,000)	(2,050,000)	(2,100,000)	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	-	582,620	375,015	1,716,959	1,807,283	3,990,623	4,495,777	4,694,134	4,830,463	5,048,168	5,275,262
Cash, Beginning of Year	-	-	582,620	957,635	2,674,594	4,481,877	8,472,500	12,968,276	17,662,411	22,492,874	27,541,042
Cash, End of Year	\$ -	\$ 582,620	\$ 957,635	\$ 2,674,594	\$ 4,481,877	\$ 8,472,500	\$ 12,968,276	\$ 17,662,411	\$ 22,492,874	\$ 27,541,042	\$ 32,816,304

Coversheet

Governance Committee Resolution Amendment

Section: V. Topical
Item: A. Governance Committee Resolution Amendment
Purpose: Vote
Submitted by:
Related Material: Navigator Board Resolution BR_2026-1 (04.20.26).pdf
Navigator Board Resolution BR_2024-9 (Redline - 04.20.26).docx

BOARD RESOLUTION BR 2026-01

April 20, 2026

AUTHORITY TO GOVERNANCE COMMITTEE TO APPROVE AND RATIFY CONTRACTS AND TO CONSIDER AND APPROVE RELEVANT MATTERS REGARDING NAVIGATOR GROWTH

RECITALS:

WHEREAS, subject to the provisions and limitation of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, Navigator Schools' corporate activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board of Directors.

WHEREAS, pursuant to its bylaws, the Navigator Schools Board of Directors may delegate the management of Navigator Schools' corporate activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

WHEREAS, on February 15, 2024, the Navigator Schools Board of Directors passed Board Resolution BR 2024-9 which granted the Governance Committee the authority to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business.

WHEREAS, the Navigator Schools Board of Directors wishes to expand this authority to consider and approve relevant matters regarding Navigator growth, including but not limited to growth issues such as, submission of new charters, decisions to open new schools, and any enrollment and financial issues associated with new schools.

WHEREAS, the Navigator Schools Board of Directors regular board meetings are held bi-monthly, and the Board believes that it is in the best interests of the corporation to grant authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business, and to consider and approve relevant matters regarding Navigator growth.

RESOLUTION:

NOW THEREFORE, IT IS HEREBY RESOLVED THAT:

1. The Navigator Schools Board of Directors hereby grants authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business, and to consider and approve relevant matters regarding Navigator growth.
2. The Navigator Schools Board of Directors hereby directs the Chief Executive Officer & Superintendent (or designee) to take all steps necessary to effectuate this resolution.

PASSED AND ADOPTED by the Navigator Schools Board of Directors at its meeting held on April 20, 2026 at which a quorum was present, in the City of Gilroy, County of Santa Clara County, State of California. The Board Secretary certifies that this resolution was adopted at the Board of Directors meeting for which a quorum was present, on said date and at said location.

Signature of Secretary

Date

Tomislav Peraic
Secretary, Navigator Schools, a California Nonprofit Public Benefit Corporation

BOARD RESOLUTION BR 20264-019

April Febru20ary-15, 20264

AUTHORITY TO GOVERNANCE COMMITTEE TO APPROVE AND RATIFY CONTRACTS AND TO CONSIDER AND APPROVE RELEVANT MATTERS REGARDING NAVIGATOR GROWTH

RECITALS:

WHEREAS, subject to the provisions and limitation of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, Navigator Schools' corporate activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the Board of Directors.

WHEREAS, pursuant to its bylaws, the Navigator Schools Board of Directors may delegate the management of Navigator Schools' corporate activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

WHEREAS, on February 15, 2024, the Navigator Schools Board of Directors passed Board Resolution BR 2024-9 which granted the Governance Committee the authority to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business.

WHEREAS, the Navigator Schools Board of Directors wishes to expand this authority to consider and approve relevant matters regarding Navigator growth, including but not limited to growth issues such as, submission of new charters, decisions to open new schools, and any enrollment and financial issues associated with new schools.

WHEREAS, the Navigator Schools Board of Directors regular board meetings are held bi-monthly, and the Board believes that it is in the best interests of the corporation to grant authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business, and to consider -and approve relevant matters regarding Navigator growth.-

RESOLUTION:

NOW THEREFORE, IT IS HEREBY RESOLVED THAT:

1. The Navigator Schools Board of Directors hereby grants authority to its Governance Committee to approve and ratify contracts that arise during interim periods between regular board meetings and in the course and scope of regular and ordinary business, and to consider and approve relevant matters regarding Navigator growth.-
2. The Navigator Schools Board of Directors hereby directs the Chief Executive Officer & Superintendent (or designee) to take all steps necessary to effectuate this resolution.

PASSED AND ADOPTED by the Navigator Schools Board of Directors at its meeting held on April 20February 15, 20264 at which a quorum was present, in the City of Gilroy, County of Santa Clara County, State of California. _

The Board Secretary certifies that this resolution was adopted at the Board of Directors meeting for which a quorum was present, on said date and at said location.

Signature of Secretary

Date

Tomislav Peraic
Secretary, Navigator Schools, a California Nonprofit Public Benefit Corporation

Coversheet

School Calendars 2026-27

Section: V. Topical
Item: B. School Calendars 2026-27
Purpose: Vote
Submitted by:
Related Material: 26-27 Navigator Schools Calendar-26-27 Draft Academic.pdf

Coversheet

Local Control and Accountability Plan (LCAP) Public Hearing

Section: VI. Public Hearing
Item: B. Local Control and Accountability Plan (LCAP) Public Hearing
Purpose: Discuss

Submitted by:

Related Material:

2026_Local_Control_and_Accountability_Plan_Gilroy_Prep_(Navigator_School)_20260417.pdf
2026_Local_Control_and_Accountability_Plan_Hayward_Collegiate_Charter_School_20260417.pdf
2026_Local_Control_and_Accountability_Plan_Hollister_Prep_School_20260417.pdf
2026_Local_Control_and_Accountability_Plan_Watsonville_Prep_School_20260417.pdf
2026_Local_Control_and_Accountability_Plan_Orange_Prep_School__20260414 (1).pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Prep (a Navigator School)

CDS Code: 43694840123760

School Year: 2026-27

LEA contact information:

Ami Ortiz

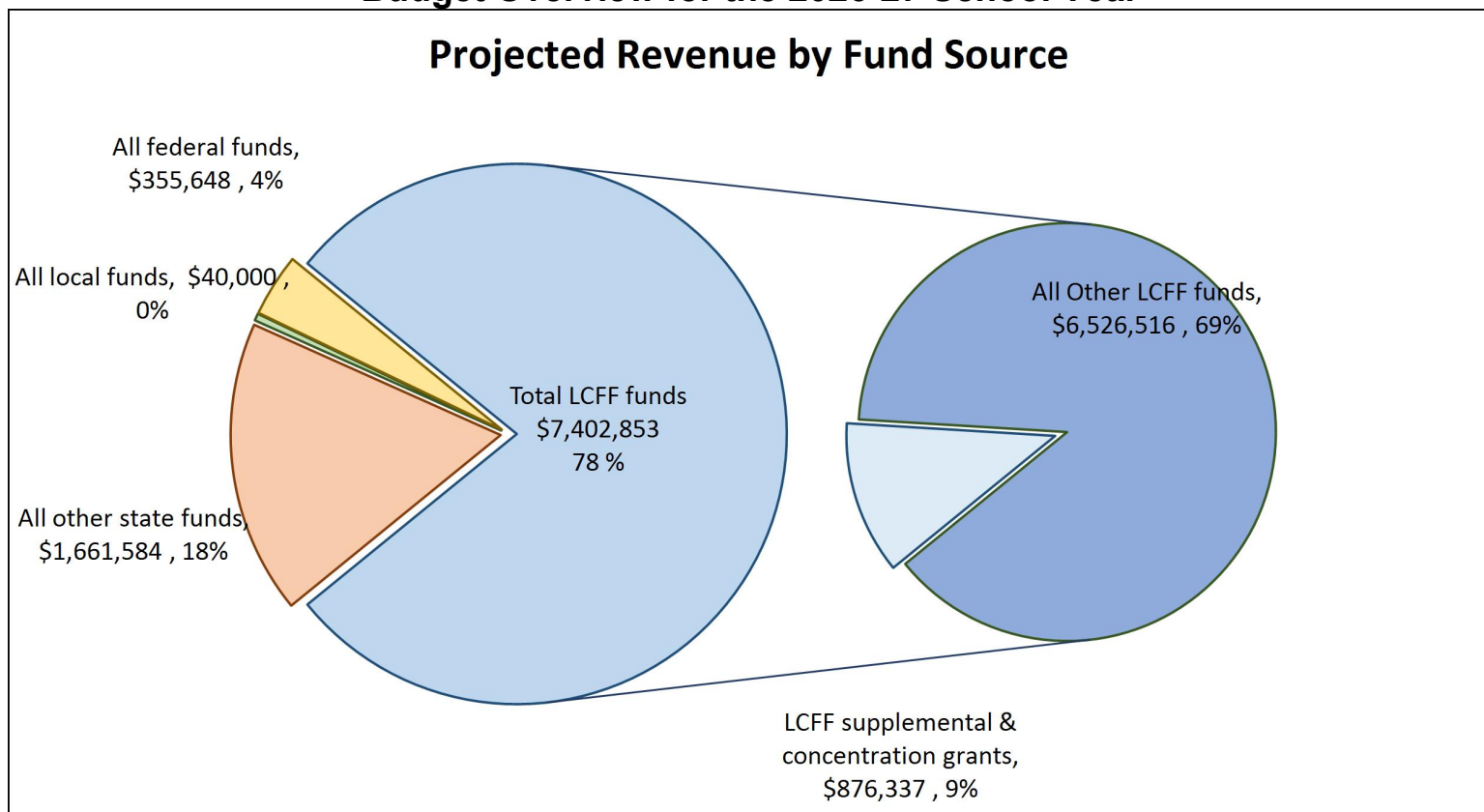
Director of Compliance & Operations

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 2026-27 School Year



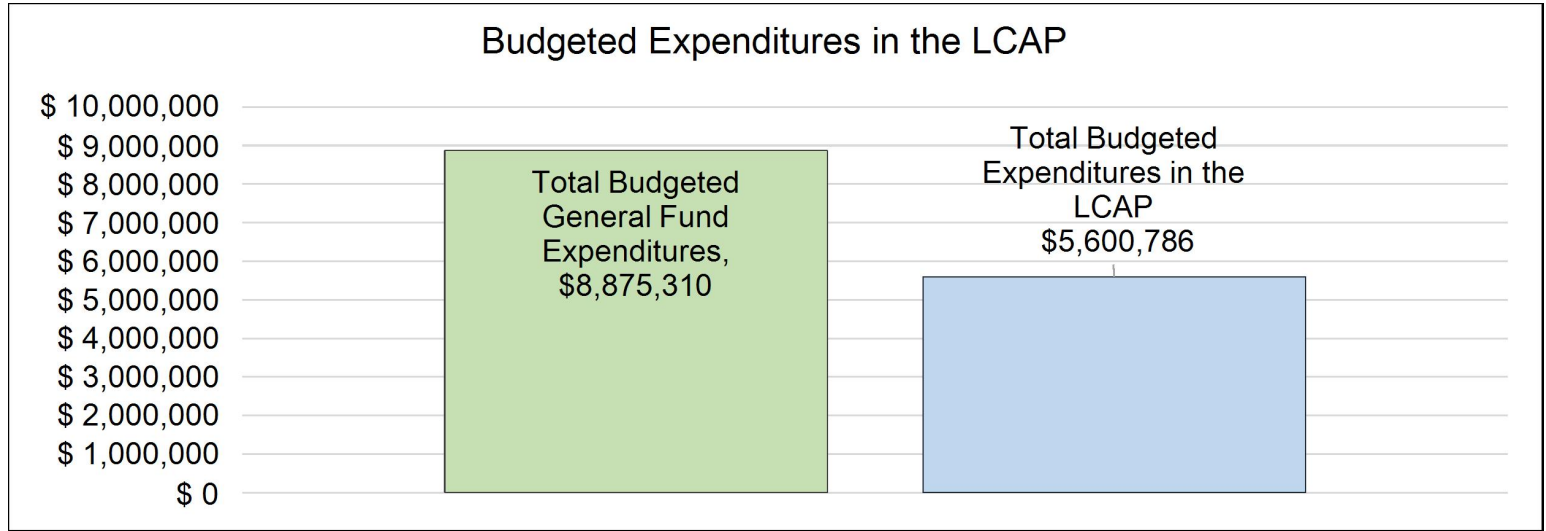
This chart shows the total general purpose revenue Gilroy Prep (a Navigator School) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Prep (a Navigator School) is \$9,460,085, of which \$7402853 is Local Control Funding Formula (LCFF), \$1661584 is other state funds, \$40000 is local funds, and \$355648 is federal funds. Of the \$7402853 in LCFF Funds, \$876337 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Navigator Schools - Board Meeting - Agenda - Monday April 20, 2026 at 6:00 PM

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gilroy Prep (a Navigator School) plans to spend for 2026-27. 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 \$8875310 for the 2026-27 school year. Of that amount, \$5600786 is tied to actions/services in the LCAP and \$3,274,524 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operating expenses such as office supplies, insurance, 1% district oversight fee, legal, professional development, etc

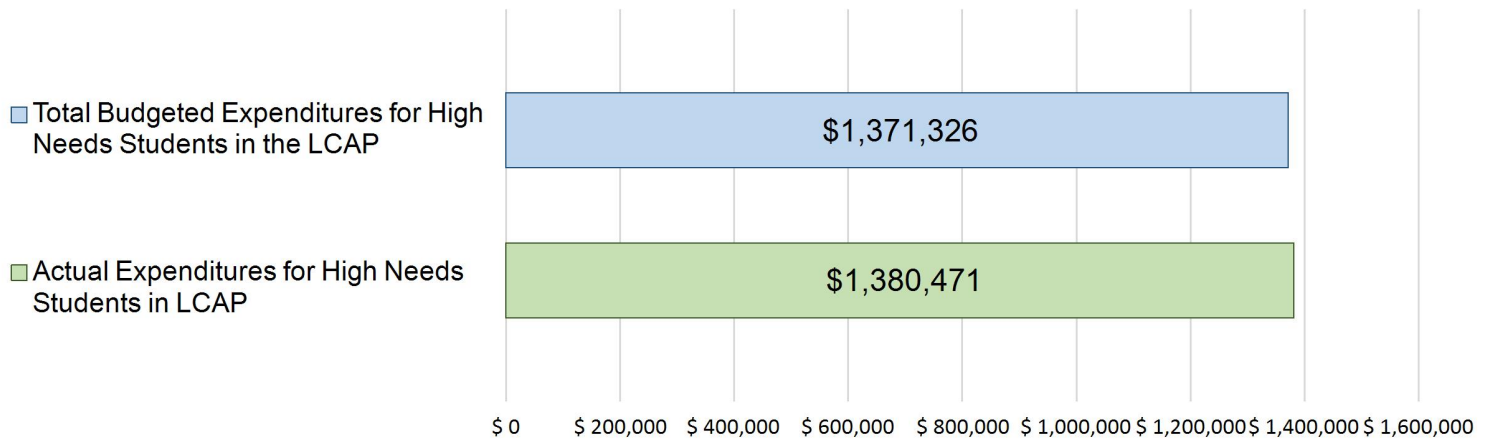
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Gilroy Prep (a Navigator School) is projecting it will receive \$876337 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 \$1280177 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2026-27

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2026-27, Gilroy Prep (a Navigator School)'s LCAP budgeted \$1371326 for planned actions to increase or improve services for high needs students. Gilroy Prep (a Navigator School) actually spent \$1380471 for actions to increase or improve services for high needs students in 2026-27.

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 [2026-27]

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 2025, 67.22% of students met or exceeded standards in English Language Arts and 60.22% 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 612 students. The student body is ethnically diverse: 66.7% Hispanic or Latino, 11.3% White, 13.9% Asian, 3.9% Two or More Races, 1% Black or African American, and 0.7% Native Hawaiian or Other Pacific Islander. The student population includes 57% socioeconomically disadvantaged students, 25.7% English language learners, and 12.7% students with disabilities. Parent education levels vary: 16.2% hold a graduate degree or higher, 21.3% a college degree, 20.6% have some college or an associate degree, 20.7% have a high school diploma, and 21.2% have not completed high school or did not provide a response.

Gilroy, with a population of approximately 59,000, 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, Hayward Collegiate and Orange 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 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 2025 California School Dashboard highlights Gilroy 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 Gilroy Prep's mindset of continuous improvement, grounded in rigorous instruction, targeted interventions, and a commitment to equity. As a testament to the hard work and focus on priorities, Gilroy Prep received a unanimous approval for a five-year renewal. GPS will still maintain focus on chronic absenteeism, social-emotional learning supports, and wrap-around community engagement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Gilroy Prep is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Gilroy Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 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
	<p>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.</p>
<p>Parents</p>	<p>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).</p>
<p>Students</p>	<p>Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

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

Through the surveys and the needs assessments, it was evident families and staff wanted to include additional resources to support social emotional learning, such as Valor and Second Step. Comments requested a more direct approach to bullying and behavior concerns. The community feedback through focus groups and surveys also included the need for a strengthened science program, which has been included in the plan. Feedback from staff, including principals and leadership team, as well as dashboard reflections prioritized the need for focused ELD instruction which is reflected in Goal 1 actions.

Goals and Actions

Goal

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: 67.22% English Learners: 20.27% Low Income: 50.91% SWD: 20%	All Students: 75.6% English Learners: 46.6% Low Income: 62.1% Students with Disabilities: 14.9%	All Students: +3.73% English Learners: -10.31% Low Income: -5.65% SWD: +3.87%

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: 88.09% Hispanic: 56.23% White: 89.36% (Data Year 2024-25)	Asian: 90.9% Hispanic: 67.8% White: 79.7% (LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	Asian: -4.93% Hispanic: +5.34% White: +7.01%
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: 60.22% English Learners: 17.57% Low Income: 41.21% SWD: 12% Asian: 85.71% Hispanic: 45.50% White: 89.36% (Data Year: 2024-25)	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: +5.45% English Learners: -13.01% Low Income: -5.40% SWD: -7.35% Asian: -2.66% Hispanic: +3.91% White: +16.81%
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: 45.38% English Learners: 5.26% Low Income: 22.22% SWD: N/A	All Students: 49.18% English Learners: 13.35% Low Income: 34.49%	All Students: +4.87% English Learners: +5.26% Low Income: -7.47%

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)	Asian: 73.34% Hispanic: 29.87% White: 70.59%	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: +73.34% Hispanic: +11.03% White: +6.95%
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)	44.80% making progress towards English language proficiency (ELPI) % students reclassified fluent English proficient: ???????%	% 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: -4.40% reclassified fluent English proficient: +??????%
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% (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% (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% (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% (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% (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% (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 45% Out-of-Field 0% Intern 10%	Clear 30% Out-of-Field 5% Intern 25%	Clear: 60% of total FTE	Clear: -15% Out-of-Field +5% Intern +15%

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)	Ineffective 45% Incomplete 0% (Data year 2024-25)	Ineffective 40% Incomplete 0% (Data year 2025-26)	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 -5% 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%	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%	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%	86%	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	20 times annually (Source: Internal coaching logs)	Maintained

Goal Analysis [2025-26]

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 2025–26 school year, Gilroy Prep has demonstrated continued progress toward achieving Goal 1, which focuses on cultivating students as critical, creative, and globally aware thinkers grounded in strong foundational skills in mathematics, humanities, and science. The school implemented all planned actions with fidelity, with no substantive differences between planned and actual implementation. Compared to Year 1, Year 2 outcomes reflect notable gains in mathematics and science, alongside areas of continued focus in English Language Arts and multilingual learner outcomes.

Action 1.1, 1.2, and 1.7 (Standards-Aligned Instruction, Interventions, and Coaching):

Gilroy Prep’s instructional model continues to drive improved student outcomes through rigorous, standards-aligned Tier 1 instruction, targeted interventions, and consistent coaching. From Year 1 to Year 2, overall ELA proficiency increased from 63.49% to 67.22%, demonstrating progress toward baseline levels, with notable gains among Students with Disabilities, Hispanic students, and continued strong performance among White students. Mathematics performance showed even stronger growth, increasing from 54.77% to 60.22%, surpassing baseline and reflecting the strength of core instruction and MTSS structures. These gains are supported by weekly instructional coaching, responsive small group instruction, and adaptive learning programs. However, declines in Multilingual Learner performance across both ELA and Math indicate a need to strengthen the integration and impact of ELD within core instruction moving forward.

Action 1.3 (Teacher Hiring and Credentialing):

Gilroy Prep maintained a rigorous and comprehensive hiring process, with 100% of instructional staff completing all required hiring components, ensuring alignment to school expectations and instructional quality. While hiring systems remain strong, Year 2 data shows a shift in credential distribution, including a decrease in fully credentialed teachers (from 45% to 30%) and an increase in intern teachers (from 10% to 25%). This shift highlights the need to strengthen recruitment and retention strategies to ensure a stable, highly qualified teaching workforce.

Action 1.4 (Supports for Students with Disabilities):

The Student Services Team continued to provide aligned push-in and pull-out supports to meet the individualized needs of students with disabilities, ensuring access to grade-level content and targeted intervention. From Year 1 to Year 2, Students with Disabilities demonstrated improvement in ELA performance, reflecting the impact of strengthened literacy supports and instructional access. However, a decline in

math performance for this subgroup indicates a need for more targeted intervention and alignment in mathematics instruction, which will remain a key area of focus.

Action 1.5 (English Learner Instruction):

Multilingual Learners continued to receive daily designated ELD and integrated language supports across all content areas, supported by differentiated instruction and targeted supports for Long-Term English Learners. Despite these structures, Year 2 data shows a decline in English Learner progress toward proficiency (ELPI decreased from 49.2% to 44.8%) and lower performance on SBAC ELA and Math compared to Year 1. These results indicate a need to strengthen the effectiveness of ELD implementation and ensure greater access to rigorous, grade-level content through language-rich instruction.

Action 1.7 (Professional Development):

Professional development remained strong and aligned to instructional priorities, with teachers engaging in ongoing learning related to ELD strategies, data-driven instruction, and meeting the needs of diverse learners. While staff perception of PD effectiveness remained high at 86%, this represents a slight decline from 90% in Year 1, suggesting an opportunity to further refine PD to focus on the highest-leverage instructional strategies. Coaching systems remained consistent, with teachers receiving approximately 20 coaching touchpoints annually, ensuring continuous support and development.

Actions 1.5–1.10, 1.12–1.15 (Instructional Materials, Course Access, and Systems):

Gilroy Prep maintained full implementation of key foundational systems, including 100% access to standards-aligned instructional materials across all subject areas, 100% student access to a broad course of study, and 100% completion of the full hiring process for all instructional staff. Curriculum materials remained up-to-date and aligned to standards, and coaching systems were consistently implemented. These maintained systems continue to provide a strong foundation for equitable access to high-quality instruction and sustained academic progress.

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 1.3 is under budget due to charging all Human Resource cost to the CMO instead of the sites. Action 1.4 came in under budget due to having open positions for most or a;l of the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 have been partially effective in advancing student outcomes, with strong evidence of success in mathematics achievement and core instructional systems, alongside identified areas for improvement in English Language Arts and multilingual learner outcomes. The combination of standards-aligned Tier 1 instruction, a structured Multi-Tiered System of Supports (MTSS), and consistent instructional coaching has proven effective, as demonstrated by increased math proficiency from 54.77% in Year 1 to 60.22% in Year 2, exceeding baseline performance. Additionally, gains in ELA proficiency (63.49% to 67.22%) and improvement among specific student groups, including Students with Disabilities and Hispanic students, indicate that targeted interventions and improved access to grade-level content are having a positive impact.

However, the effectiveness of actions related to multilingual learner outcomes has been more limited, as evidenced by declines in both SBAC performance and English Learner Progress Indicator (ELPI) results (49.2% to 44.8%). This suggests that while systems for designated and integrated English Language Development (ELD) are in place, they are not yet consistently translating into accelerated language acquisition and academic achievement. Similarly, while Students with Disabilities showed improvement in ELA, a decline in math outcomes indicates inconsistent effectiveness of supports across content areas.

Actions related to teacher hiring and credentialing were effective in maintaining strong hiring systems and staff alignment, but shifts in staff credentialing—specifically the increase in intern teachers and decrease in fully credentialed teachers—may have impacted instructional consistency and effectiveness. Professional development and coaching structures remain a strength, with consistent implementation and high teacher engagement, though slightly decreased satisfaction data suggests an opportunity to more tightly align professional learning to priority areas, particularly ELD and differentiated instruction.

Finally, foundational systems—including universal access to standards-aligned instructional materials, full implementation of curriculum, and consistent coaching cycles—were highly effective in ensuring equitable access and strong implementation fidelity, providing a stable base for continued improvement. Moving forward, refining the quality and coherence of ELD instruction, strengthening supports for multilingual learners and students with disabilities in mathematics, and stabilizing the teacher workforce will be critical to increasing the overall effectiveness of these actions.

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.

While no major changes will be made to the overall goal or core metrics, refinements to progress monitoring and data use will ensure more timely instructional adjustments and continued progress toward equitable student outcomes.

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 	\$2,530,649.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>an evidence-based practice in response to our comprehensive needs review.</p> <ul style="list-style-type: none"> • 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) 	\$736,141.00	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 	\$100.00	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	\$358,534.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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>	\$124,061.00	Yes
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 	\$17,100.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 	\$531,157.00	Yes
1.8	Learning Support with LREBG funding	1 small group instructor	\$57,485.00	

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.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

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)	82% (Source: Annual Parent Survey, April, 2026)	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)	91% agree that they felt safe at school, 74% feel	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	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: .7% English Learners: 1.2% Low Income: 1.2% SWD: 0% Asian: 0% Hispanic: 1% White: 0% (Data Year: 2025)	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: -0.8% English Learners: -2.4% Low Income: -.8% SWD: 0% Asian: 0% Hispanic: -1% 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)	0% (Data Year 2025)	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% (Source: 23-24 P-2 report)	96.04% (Data Year: 2024-2025)	95.52%	96% (Source: P-2 report)	-.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 13.6% English Learners: 14.4% Low Income: 15.2% SWD: 18.5% Asian: 5.3% Hispanic: 16.7% White: 11.4% (Data Year: 2025)	All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Asian: <10% Hispanic: <10% White: <10% (Source: CA Dashboard)	All Students: -2.7% English Learners: -1.1% Low Income: -15.4% SWD: +.9% Asian: +3% Hispanic: -15.4% White: -.7%
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2023-2024)	0% (Data Year: 2024-25)	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 (Data Year 2024-45)	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)	89% feel child is safe and supported on campus and 92% satisfied with child's academic results (Source: Annual Parent Survey, April, 2026)	At least 86% of parents feel their child is safe and supported on campus and 90% are satisfied with their child's academic results. (Source: Annual Parent Survey)	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	94% (Data Year: 2024-2025)	81% (Source: Annual Parent Survey, April, 2026)	70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	N/A

Goal Analysis [2025-26]

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 2025-26 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 2.4 was under budget by a material amount due to GPS switching from using an outside agency for afterschool ELOP programs to hiring staff to run the program.

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 	\$84,466.00	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	\$27,420.00	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. 	\$12,879.00	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 	\$767,807.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 	\$314,019.00	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% 	\$38,968.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$876337	\$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
11.838%	0.000%	\$0.00	11.838%

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 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>
<p>1.5</p>	<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
<p>1.7</p>	<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>	<p>Instructional and administrative staff face unique challenges with today’s student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3</p>	<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
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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

2026-27 Total Planned 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	\$7402853	\$876337	11.838%	0.000%	11.838%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,566,967.00	\$909,758.00	\$0.00	\$124,061.00	\$5,600,786.00	\$4,397,978.00	\$1,202,808.00

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	\$2,428,577.00	\$102,072.00	\$2,530,649.00				\$2,530,649.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$736,141.00	\$0.00	\$736,141.00				\$736,141.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$100.00	\$100.00				\$100.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$208,534.00	\$150,000.00	\$358,534.00				\$358,534.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$124,061.00	\$0.00				\$124,061.00	\$124,061.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$0.00	\$17,100.00	\$17,100.00				\$17,100.00	
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	\$531,157.00	\$0.00	\$531,157.00				\$531,157.00	
1	1.8	Learning Support with LREBG funding							\$0.00	\$57,485.00		\$57,485.00			\$57,485.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$82,261.00	\$2,205.00		\$84,466.00			\$84,466.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing	\$27,420.00	\$0.00	\$27,420.00				\$27,420.00	
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$12,879.00	\$12,879.00				\$12,879.00	

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	2.4	Student activities	All	No			All Schools	Ongoing	\$152,497.00	\$615,310.00		\$767,807.00			\$767,807.00	
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$68,362.00	\$245,657.00	\$314,019.00				\$314,019.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$38,968.00	\$0.00	\$38,968.00				\$38,968.00	

2026-27 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
\$7402853	\$876337	11.838%	0.000%	11.838%	\$1,280,177.00	0.000%	17.293 %	Total:	\$1,280,177.00
								LEA-wide Total:	\$1,280,177.00
								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	\$736,141.00	
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	\$531,157.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,879.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,642,675.00	\$5,169,936.00

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	\$1,768,940.00	1,744,485
1	1.2	Interventions	Yes	\$1,103,426.00	1120875
1	1.3	Teacher hiring and credentialing	No	\$9,518.00	100
1	1.4	Supports for students with disabilities	No	\$770,041.00	547721
1	1.5	English learner instruction	Yes	\$27,385.00	22250
1	1.6	Professional development	No	\$265,235.00	300776
1	1.7	Teacher coaching and supervision	Yes	\$106,188.00	108344
2	2.1	Family engagement in school policies and decision-making	No	\$27,699.00	23527
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$134,327.00	128752
2	2.4	Student activities	No	\$497,392.00	236749

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	\$816,595.00	817630
2	2.6	Chronic absenteeism support	No	\$115,929.00	118727

2025-26 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)
655706	\$1,371,326.00	\$1,380,471.00	(\$9,145.00)	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	1103426	1120875		
1	1.5	English learner instruction	Yes	27385	22500		
1	1.7	Teacher coaching and supervision	Yes	106188	108344		
2	2.3	Social-emotional learning	Yes	\$134,327.00	128752		

2025-26 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	655706	0	9.708%	\$1,380,471.00	0.000%	20.437%	\$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
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4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo

4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
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4/10/2026 11:34:23	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:34:28	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:46:54	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 11:48:13	Hollister Prep School	Agree/ De acuerdo
4/10/2026 11:59:02	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/10/2026 12:12:54	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Agree/ De acuerdo	Agree/ De acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Strongly Agree / Totalmente de acuerdo	Agreed
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because I believe we have capable staff and th
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answerec
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Agree/ De acuerdo	None
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Agree/ De acuerdo	Because my kid loves going to school and learr
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Disagree/ En desacuerdo	There are no programs to support families any
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Agree/ De acuerdo	I feel like a lot of care is taken on the educati
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parent:
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenas
Agree/ De acuerdo	Z
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Agree/ De acuerdo	Because I have had a child in your school for t
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	I believe the school does an overall good job th
Agree/ De acuerdo	There needs to be more communication from t
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Buena escuela
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with cc
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Agree/ De acuerdo	Experience
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very ei
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree

Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	My children's teachers communicate regularly o
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Personally, some situations have happened wh
Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustarí
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Agree/ De acuerdo	there is always more that could be done at eve
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. It
Agree/ De acuerdo	HPS is a great school!
Agree/ De acuerdo	I was not happy with how an investigation was

Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	Communication from school/staff needs to be i
Agree/ De acuerdo	The reason I put disagree for my child feeling s
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	I disagree with the statement that my child is sa
Agree/ De acuerdo	Porque todo es verdadero
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Agree/ De acuerdo	n/a
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier
Agree/ De acuerdo	Parent square is the unique convenience for m
Disagree/ En desacuerdo	I would like more insight on future staffing for th
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been - much worr of mouth about bull
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	There is always room for improvement
Agree/ De acuerdo	satisfied so far; always room to improve
Strongly Agree / Totalmente de acuerdo	.
Strongly Agree / Totalmente de acuerdo	Great enviroment for my kids to study
Agree/ De acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	The teachers and staff go above and beyond.

Agree/ De acuerdo	De acuerdo en todo
Strongly Agree / Totalmente de acuerdo	I am very satisfied with Hayward Collegiate. My
Strongly Agree / Totalmente de acuerdo	The results may be his own fault by not wanting
Agree/ De acuerdo	Mh
Strongly Agree / Totalmente de acuerdo	We saw the improvement in our child daily
Agree/ De acuerdo	There seems to be a lot of PTO and town hall n
Agree/ De acuerdo	Solo quiero agradecer por la educación de mis
Strongly Agree / Totalmente de acuerdo	On. Academic we feel not really involved in wh
	Solo cuando tengo la oportunidad
Disagree/ En desacuerdo	Na
Strongly Agree / Totalmente de acuerdo	creo yo que es una muy buena escuela
Strongly Agree / Totalmente de acuerdo	I believe my children have not been in a situati
Disagree/ En desacuerdo	I have had to convince my daughter to go to sc
Agree/ De acuerdo	I am over all happy with HSP. Great school gre
Strongly Agree / Totalmente de acuerdo	Es mejor
Strongly Agree / Totalmente de acuerdo	3 of my kids attend gilroy prep and these few y
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicati
Strongly Agree / Totalmente de acuerdo	Our family has been apart of Hayward Collegia
Strongly Agree / Totalmente de acuerdo	Our experience at Hollister Prep School has be
Agree/ De acuerdo	Me encanta la escuela para mis hijos
Strongly Agree / Totalmente de acuerdo	Great school, great teachers, staff are friendly
Agree/ De acuerdo	N/a
Disagree/ En desacuerdo	I feel I'm told by staff things are well, but when
Strongly Agree / Totalmente de acuerdo	I have volunteered during events at school and
Agree/ De acuerdo	Porque estoy satisfecha con el plantel estudiar
Agree/ De acuerdo	The school always sends out community and s
Strongly Agree / Totalmente de acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	We love our school
Agree/ De acuerdo	I cannot say I believe my child is safe because

Disagree/ En desacuerdo	School does not have sufficient security. Visitor
Strongly Agree / Totalmente de acuerdo	Because parents and teachers regularly interact
Agree/ De acuerdo	Estoy de acuerdo referente a lo académico de
Agree/ De acuerdo	Creo que unas que otras estoy demasiado acu
Disagree/ En desacuerdo	Por qué es lo que yo veo en la escuela
Agree/ De acuerdo	We have 2 students at the school. Both have e
Strongly Agree / Totalmente de acuerdo	Me siento muy satisfecha con la escuela
Agree/ De acuerdo	They always inform us about things going on w
Agree/ De acuerdo	Creo que tanto el personal de la escuela como
Agree/ De acuerdo	I have not had any bad experiences with the sc
Strongly Disagree/ Totalmente en desacuerdo	Lo puedo ver en mis hijos van con mucha Alge
Disagree/ En desacuerdo	My daughter struggled with certain classes and

Is there anything else you would like to share v How has the current staffing level in your child

Na

N/a

No

continuous improvement on belonging and inclusion among students and staff.

Good

ncion a las necesidades de nuestro estudiantes Muy bien

No

Na

uld be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary scho

No sería todo

I think the kids need enrichment. They sit for tc No

Si algo que tengo una inquietud es cuando los Bien

they give all they can do for our children development and give parents the opportunity to be inv
year attending and the parent to school engagement is spectacular! I absolutely love how infor

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward My daughter can access her education becaus

no

No

portunities

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

time outside of school hours.

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

s Han trabajado muy bien con ellos me gustado l

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

as en a escuela pero hay algunas que podrian mejorar.

What is the school doing for the students for or I like the staffing level

A note about "academic results" question: I wo My child only recently has been granted a 504

A tiend3n muy bién a los niños

I think that parents should be informed when a It has not

No N/A

The after-school program and break camps ar While the impact may not yet be evident, it is ir

No mucho

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

Not enough credentialed teachers to help teachers without.

NA NA

NA NA

an awesome job with education and taking take great. They pay attention to little detail on my c
rol.

Thank you for all you do.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be
suited

No To many teachers changes

Mi hijo Jeison Martinez está muy contento est Q está aprendiendo mucho

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha
resources to its families. For this reason, I have very happy with GPS in the categories mentione

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th
il school and support family's with helpful sources inside and out and when it comes to my child

Students should not teach each other. None

Good

NA

NA

No

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

I would love to see more enrichment or options It seems to be appropriate but I notice a difference

Not ok with detention for elementary kids, I don't see too many kids, need more support regularly for

Poner más atención en las áreas de recreación N/A

No

Muy bien

where they have not responded as they should or as I would like.

No

espero que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en el cual fue

I'm frustrated on the fact that we don't have a permanent location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

No

Me gustaría que a la hora de un problema con los estudiantes pongan más atención

I wish the school offered music and arts. Esperando Not sure

del control de entrada y salida en la escuela .

los estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

Gilroy prep really need to hire more yard duty staff.

estando

escuela

Si es apropiado para los estudiantes

to be more safer

very good

No

It doesn't feel like some staff are qualified in their roles

was handled by the interim principal. While my daughter did not handle things in the best manner with

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

None at this time

NA

School needs more support with staff and fundraiser opportunities.

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m

We feel that the school should provide the proç Not having the correct staff definitely impacts o

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th

There needs to be better staff training and con: For my 8th grade son the answer is No. I am c

ded for my children.

N/A

We are dissatisfied with the new principal as hç The case manager is not effective remotely and

n/a

N/a

It is very important for the students to have out N/A

school due to ParentSquare and Thursday folders with newsletters.

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop

No

Why do we only have one in person teacher cc The on going support from an FFI play an impc

Previously apparently there used to be weekly TK classroom does not seem to have a perman

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

If we can make a change to the food vendor, always the same meals and quality.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

na

No

No

No

No

y kids are safe and enjoying while learning in this school

g to complete his work but I also believe the tea Fine

Nj

Great

N/a

meetings available for parents who are able to attend to give their input.

: hijos

Buena

No at the moment

None

Not aware of that program

on where I believe they have been unsafe. The teachers communicate with me about any situa

Disappointed on the process of investigating incidents is very one sided.

at campus great staff and my sons academic results are outstanding

Bien

rs have been a great experience.

n on their part as well as professionalism. Teachers have been very involved in the succe

We are grateful for a charter elementary in our community

æen a delight

Todo está bien

Muy bien

Im happy with having my boys come here I feel maybe its alot for the staff and teachers v

No

Good

I question my child there's much I don't hear from staff about.

Highly recommend this school to anyone .

No

Bien creo estan en el nivel apropiado

The front office seems to always be overwhelmed and unwelcoming to its students.

Start looking into who you're hiring better and ask children for their opinions on their teacher be

r gate is often left ajar or held open for others walking by.

I would like to formally suggest increasing extracurricular activities within the school program. (

No Se le ah hecho un poco complicado a mi hijo, p

No

Creo que es profesional

While we have not been in the classroom, we ε N/A

within the school and how we can be a part of them.

los estudiantes hacen lo mejor que se puede y eso lo agradezco muchísimo.

No

Muy Amiga le el director

J says she doesn't get the help she needs.

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Yes Steady teacher. S

N/A Ensure students are taught and prepared to co-

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

Na Na

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

Todo bien Revisar los baños que uno no tenia pasador

olved in everything that helps our students to accomplish their goals.

med the parents are of our child daily school life. Its very comforting.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer

Ninguno Todo muy bien

arten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

los resultados que hemos tenido

N/A

N/A

1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often. More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

N/a

N/a

To feel more confident about my child's inclusi The most critical factor for Navigator to consider Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

Accountability

NA

NA

NA

NA

I think the system they have works great anything that will help on the education of my c

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Na

NA

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc
ive met Mohammed during one of his outreach events, that is how we learned about the school
ed above.

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude
d academic they always are on top when he needs help or stay on track.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

NA NA

To have a few more staff in class to help the st Help with reading.

I have no concerns about my children being in cr Ensure they have access to regular interventior

N/a N/a

N/A N/A

Estoy satisfecho Estoy satisfecho

Smaller class sizes Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las cc
1 grader and his middle school years.

Bringing back enrichment and add tutoring Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ac

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

The staff would benefit from further training. It i That All children have access to sufficient reso

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con

Following IEP and the way they speak to my cl To talk to them and treat them with respect and

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A

N/A

Less students in the classroom so the teachers 1.1 reading teachers

More teachers.

The number of students in class which will influ

Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

N/A

Adequate staffing to student ratio

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an

teachers and how little us parents are kept in the loop on our child's education and progress. W

na

na

None

More tutoring

Good

We needs more teachers and or helper per cla Not enough teachers

Asta hora todo bien

Todo bien

I guess

More interaction with the parents

I feel like the class is way too crowded. More s Staff with experience.

itions

Si

Más supervisiones

None I can think of

Teachers that are supportive, professional, emp

A mi me gusta el salón de mi hijo

Para mí todo está bien

If parents were a little more involved in the curr Keep strong communication between behaviors

Unsure

Unsure

Empathy and patience with compassion

Ningun cambio la atencion del personal a los e Solo creo se necesita mas personal para ayude

ecause a lot of Mr. Dickersons previous students could've told you all something was off too. TI

Currently, reliance on after-school activities places a time and financial burden on parents. Inco

Que le tengas un poco de más paciencia Escritura

Me gustaría que tú vieran más cuidado con la vestimenta de los jovencitos

N/A N/A

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ri-create welcoming and inclusive environments so all students experience school in a positive a
ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

zations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay niñ

This is not doable under 1 teacher

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

er is ensuring that staffing levels allow for individualized support for students with diverse learnin

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

children and their safety

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

uela

I and ultimately decided to join the school.

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wh
urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh
mplete homework and to prepare for testing.

d understanding. Staff needs a lot of training and patience.

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

ence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

rd having situations that come up they can not get to each child. More support more teachers w

/e have to message the teachers but they don't respond and if they do all I get is vague informa

pathetic, and are able to express various ways of teaching class materials.

s when my kids may act out, so i can talk to my kids. I like the structure this school has

ar en el cuidado de los estudiantes en la hora de los recesos y lonche

here is just so much that is swept under the rug at this school. Do better.

orporating such activities during school hours would better support students' overall developmer

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

and supportive manner.

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your peer who were in the same situation as you and it was a little bit more of a small

the whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

ese gaps!

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

¡jorado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

at scholars can do and not on what they can't.

ould be well-suited to support their needs!

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

with patience and perhaps more understanding instead of alienating the problem. More support to the students w

ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

nt and provide equal opportunities for all.Thanks

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

ido mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at th

encia muy positiva para nosotros.

Don't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

Who need help just because they learn differently they must be treated respected at all times and not scolded.

,

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

Anna and Mr. Al, they are all so professional and personable.

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

g children from two different schools together will cause conflict and social problems just to name a few things. I

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

at in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:49	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:14:41	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 15:12:38	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 15:13:29	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

[Redacted Content]

I have the opportunity to be engaged and invol Please share information as to why you answe

Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Disagree/ En desacuerdo	There are no programs to support families any
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenæ
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for t
Agree/ De acuerdo	I believe the school does an overall good job th
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Agree/ De acuerdo	My kids are doing great after going to this scho
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	there is always more that could be done at eve
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. If
Agree/ De acuerdo	I was not happy with how an investigation was

Disagree/ En desacuerdo	Communication from school/staff needs to be improved
Agree/ De acuerdo	The reason I put disagree for my child feeling safe is because of the communication from the school.
Agree/ De acuerdo	I disagree with the statement that my child is safe there because of the communication from the school.
Agree/ De acuerdo	Porque todo es verdadero
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Parent square is the unique convenience for me
Agree/ De acuerdo	I feel confident that my child is safe there because of the communication from the school.
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen atención a los detalles.
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learning
	Muy buenas escuela y mi hija tiene una excelente comunicación con los maestros.
	Apoyando para seguir mejorando..
	There needs to be more communication from the school.
	Report cards have been incomplete for 1st grade
	I'm happy with school and the teacher they do a great job.
	Open communication and transparency with communication from the school.
	Everyone at Hayward Collegiate seems very engaged and interested in the students.
	The school is family oriented.
	Estoy muy contenta con la experiencia en la escuela.
	Resources aren't always available. If it is, it isn't always the best.
	For the most part, my child has a great teacher
	I would like more insight on future staffing for the school.
	Na
	Agreed
	I believe when my student is struggling, it should be addressed.
	I was honest with my answers

I believe I have the opportunity to voice my opi

Because I believe we have capable staff and th

I am not happy about middle school moving loc

My questions or concerns are always answerec

HPS is only concerned with boosting there test

None

Happy with our experience at HPS.

Respecto a la pregunta de seguridad me preoc

I feel like a lot of care is taken on the educatio

La ayuda academica y los resultados se demu

Overall, leadership does great including parent

Es muy buena escuela

Buena escuela

NA

NA

I have never had an issue with the school

I have seen my sons immensely grow in their a

N/a

I agree

NA

My children's teachers communicate regularly

Love the school for my children and academics

Casi Siempre an trabajado con gran esfuerzo

Personally, some situations have happened wh

I feel my son has been doing very well at HPS.

Creo que todo está bien, solamente me gustarí

I love the staff that helps my son, the amount o

Their is a lot of bullying happening with no real

Great staff, the class size is a burden for all.

Algunas veces falta poner más atención a los e

My child was recently on independent study. M

Porque mi hijo si está agusto estudiando en la

Por qué es una escuela con un sistema educat

HPS is a great school!

HPS communicates early and often on updates

HPS is a great school with awesome admin, st

Feel that more individualized instruction is need

n/a

I feel pretty informed about what's going on at s

I feel the amount of individual time spent on tak

There has been much worr of mouth about bull

There is always room for improvement

N/a

Very satisfied with our school.

Porque estoy de acuerdo con lo que conteste

There's no one who answers shark club. I have

At Watsonville Prep, parents rarely receive dire

Experience

I believe Watsonville prep school is a wonderfu

Me gusta la Wps por Los Altos grados de los a

No hay mucha ayuda para lo que están pregun

During the IEP we were not afforded the prope

I would like for students have a 1.1 reading tea

Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child's

continuous improvement on belonging and inclusion among students and staff.

No

Na

No sería todo

year attending and the parent to school engagement is spectacular! I absolutely love how infor opportunities

time outside of school hours.

s Han trabajado muy bien con ellos me gustado l as en a escuela pero hay algunas que podrian mejorar.

A note about "academic results" question: I wo My child only recently has been granted a 504

I think that parents should be informed when a It has not

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

rol.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be suited

Mi hijo Jeison Martinez está muy contento estu Q está aprendiendo mucho

resources to its families. For this reason, I have very happy with GPS in the categories mentione

Students should not teach each other.

None

Good

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

No

Muy bien

No

do entrada y salida en la escuela .

Gilroy prep really need to hire more yard duty staff.

be more safer

very good

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th
There needs to be better staff training and con: For my 8th grade son the answer is No. I am c
N/A

N/a

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop
Why do we only have one in person teacher cc The on going support from an FFI play an impac
If we can make a change to the food vendor, always the same meals and quality.

na

ncion a las necesidades de nuestro estudiantes Muy bien
Si algo que tengo una inquietud es cuando los Bien
ns many things that are hard for me to teach at home
Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.
an awesome job with education and taking take great. They pay attention to little detail on my c
Thank you for all you do.
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du
School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and
Previously apparently there used to be weekly TK classroom does not seem to have a perman

Na

Good

ld be brought to the parents attention not wait f no negative impact
I believe going forward that for students need r I think the staffing level in the elementary scho

I think the kids need enrichment. They sit for to No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward; My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreació N/A

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Espe; Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

N/a No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No To many teachers changes

Il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

N/A Ensure students are taught and prepared to co

Na Na

med the parents are of our child daily school life. Its very comforting.

los resultados que hemos tenido

More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc

ad above.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

To have a few more staff in class to help the st Help with reading.

Estoy satisfecho Estoy satisfecho

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con
 Following IEP and the way they speak to my cl To talk to them and treat them with respect and

N/A N/A

More teachers. The number of students in class which will influ
 Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

na na

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a

Accountability

I think the system they have works great anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envii My child is in special education and is being pu

N/A Adequate staffing to student ratio

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve€ Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment	Enrichment
Involved in everything that helps our students to accomplish their goals.	
Two sgi for each grade	I am not happy about middle school moving loc
Adding an aid in each class vs sharing aids	Tier system aren't working
¿Cuántas maestras una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión	
N/A	N/A
Que aprendan mas sibteblas diferentes necesi	Es buena eacuela pero se enfocan mas ennlos
NA	NA
NA	NA
I am perfectly satisfied of the structure of the te	To continue to educate and challenge the stude
NA	NA
I have no concerns about my children being inc	Ensure they have access to regular interventior
N/a	N/a
N/A	N/A
Smaller class sizes	Smaller class sizes
que lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las cc	
1 grader and his middle school years.	
Bringing back enrichment and add tutoring	Bringing back enrichment and tutoring
Again the class size and space per student in the current facility is challenging.	

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers and
 teachers and how little us parents are kept in the loop on our child's education and progress. W

Yes

Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
 1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na

NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe
-create welcoming and inclusive environments so all students experience school in a positive a

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

:uela

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

complete homework and to prepare for testing.

and understanding. Staff needs a lot of training and patience.

enhance the teachers ability to understand and attend to individual students needs.

and needs on going support to success in a LRS.

children and their safety

I and ultimately decided to join the school.

académicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

wished to exit, which we were not given prior notice. The way that they addressed was not satisf

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

ations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay nif

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me,

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

id having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**
and supportive manner.

ese gaps!

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡jorado. Academicamente todo está muy bien.

3-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
attention. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

would be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

the problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at the

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

who need help just because they learn differently they must be treated respected at all times and not scolded.

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

; until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

g children from two different schools together will cause conflict and social problems just to name a few things. I

at in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen atenc
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because my kid loves going to school and learn
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Agree/ De acuerdo	There needs to be more communication from the
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do a
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with comm
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very en
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Disagree/ En desacuerdo	I would like more insight on future staffing for th

Is there anything else you would like to share v How has the current staffing level in your child'

ncion a las necesidades de nuestro estudiantes Muy bien

Si algo que tengo una inquietud es cuando los Bien

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.

an awesome job with education and taking take great. They pay attention to little detail on my c

Thank you for all you do.

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and

Previously apparently there used to be weekly TK classroom does not seem to have a perman

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a

Accountability

I think the system they have works great anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

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children and their safety

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adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

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or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on ε

site to connect with students. The remote services isn't the same. I think the school can support the students sc

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

e it is an in-person school to have in-person connections. Please invest in in-person services.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:47:37	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:03:34	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:25:22	Hollister Prep School	Agree/ De acuerdo

4/6/2026 21:31:17	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:36:30	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:38:21	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:41:09	Hollister Prep School	Agree/ De acuerdo
4/6/2026 22:43:35	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it should
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opinion
Agree/ De acuerdo	Because I believe we have capable staff and th
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answered
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	None
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	I feel like a lot of care is taken on the educatio
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parent
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	Buena escuela
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree
Strongly Agree / Totalmente de acuerdo	NA
Agree/ De acuerdo	My children's teachers communicate regularly
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Personally, some situations have happened wh

Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustaría
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Agree/ De acuerdo	HPS is a great school!
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	n/a
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	There is always room for improvement

Is there anything else you would like to share v How has the current staffing level in your child?

Na

Good

ould be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary schoo

I think the kids need enrichment. They sit for tc No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly towardç My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreació N/A

ere they have not responded as they should or as I would like.

No

fa que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Esper Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

olved in everything that helps our students to accomplish their goals.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

rtten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

N/A N/A

Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

NA NA

NA NA

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude

NA NA

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Smaller class sizes

Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las c
1 grader and his middle school years.

Bringing back enrichment and add tutoring

Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers an
teachers and how little us parents are kept in the loop on our child's education and progress. W

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay niñ

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

consecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on whi

rd having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡orado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

l by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. J

who need help just because they learn differently they must be treated respected at all times and not scolded.

,

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

y children from two different schools together will cause conflict and social problems just to name a few things. I

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep School	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Experience
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child

N/a

No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No

To many teachers changes

il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restrict As the state develops new staffing recommend

Yes Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

r educación física afuera.

This is not doable under 1 teacher

er is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ould be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
GPS

Filter results by topic
Outcomes (Intent to Return)

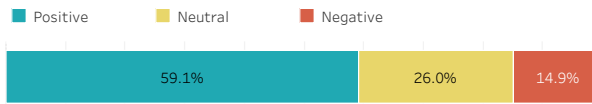
Filter results by window
Fall 2025



Outcomes (Intent to Return)
% Positive, Fall 2025

59%

Outcomes (Intent to Return) Summary
Fall 2025



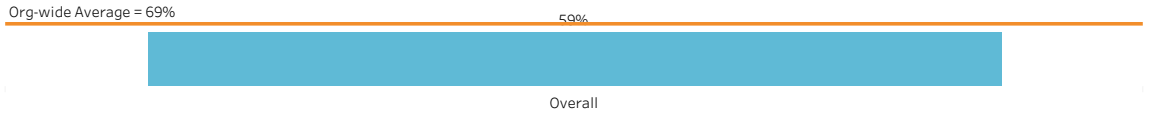
Difference from prior survey

-5%

Results Comparison (Fall 2025)

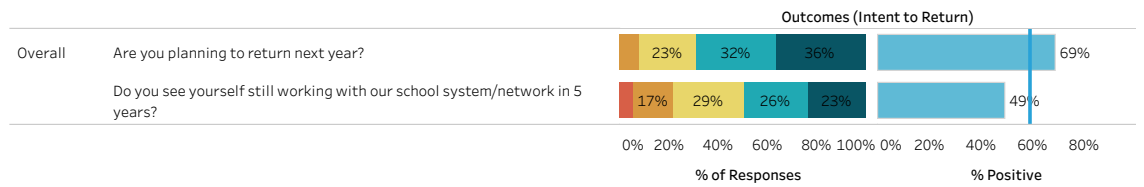
Disaggregate results by Overall

Add/remove disaggregations All



Outcomes (Intent to Return) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
GPS

Filter results by topic
Outcomes (Satisfaction)

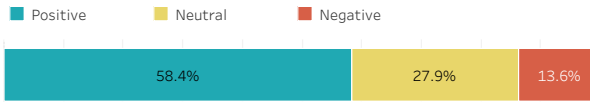
Filter results by window
Fall 2025



Outcomes (Satisfaction)
% Positive, Fall 2025

58%

Outcomes (Satisfaction) Summary
Fall 2025



Difference from prior survey

-15%

Results Comparison (Fall 2025)

Org-wide Average = 60%

Outcomes (Satisfaction)

58%



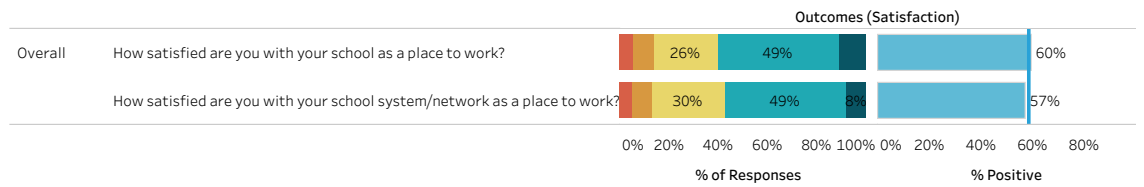
Overall

Disaggregate results by Overall

Add/remove disaggregations All

Outcomes (Satisfaction) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.





Meeting #4 Date: March 30, 2026
 Reunión #4 Fecha: 30 de March, 2026

Time Hora	Agenda	Presenter Presentador	Notes/Notas
1 min	Welcome & introductions/ Bienvenida y presentaciones	VP of Middle School	<p>Chairperson: Danny Rubin Vice Chairperson: Esmeralda Garcia Secretary: Ally Funk SSC Members: Bryana Newton, Joanna Arellano, TJ Rehal, Adrienne Rodriguez, Dan Rubin</p> <p>Virtually Present Council Members/ Miembros del Consejo prácticamente presentes: Ally Funk, Bryana Newton, TJ Rehal, Danny Rubin, Adrienne Rodriguez, Esmeralda Garcia, Joanna Arellano</p> <p>Guests: Kirsten Carr, David LeBarre, Caprice Young, Melissa Gooding</p> <p>Meeting taking order at 5:00 pm. Reunión tomando orden a las 5:00 pm</p>
15 min	Safety Plan / Plan de seguridad	David LeBarre, Manager of Operations & Maintenance	<p>The Comprehensive School Safety Plan outlines how we respond to emergencies on campus. A redacted version is available for individuals outside of our organization, ensuring transparency while maintaining the safety of our students and staff.</p> <p>The plan details our protocols for a range of situations, including first aid, fire response, and federal agency</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>involvement, with step-by-step procedures clearly outlined. In alignment with California state law, we have added an opt-out provision in the final stage of the plan, as well as a new section addressing ICE-related protocols.</p> <p>Certain sections have been redacted to protect the integrity of our safety procedures and to ensure that our staff and students remain secure. Each school site maintains its own site-specific safety plan, allowing for tailored responses based on campus needs.</p> <p>Throughout this school year, we have had standard Code Blue responses related to medical situations, and we are pleased to report that there have been no Code Red incidents.</p> <p>Per state requirements, any ICE activity on campus must be reported. All school sites are trained on the legal parameters regarding when ICE may or may not enter a campus, including how to identify a valid warrant. Additionally, there are clear guidelines outlining how and when families are notified in the event of ICE involvement.</p> <p>To meet California Education Code</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>requirements, dress code policies have also been incorporated into the Safety Plan.</p> <p>We continue to partner with local law enforcement to conduct annual active Code Red drills, using updated campus maps each year. Our goal remains to proactively strengthen our systems, collaborate with key stakeholders, and ensure we are supporting the safety and well-being of all students across every department.</p> <hr/> <p>El Plan Integral de Seguridad Escolar describe la manera en que respondemos a las emergencias dentro del recinto escolar. Una versión con información confidencial suprimida está disponible para personas ajenas a nuestra organización, lo cual garantiza la transparencia al tiempo que preserva la seguridad de nuestros estudiantes y del personal.</p> <p>El plan detalla nuestros protocolos para una variedad de situaciones —incluyendo primeros auxilios, respuesta ante incendios y la intervención de agencias federales—, presentando procedimientos paso a paso</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>claramente delineados. En cumplimiento con la legislación estatal de California, hemos incorporado una cláusula de exclusión voluntaria en la etapa final del plan, así como una nueva sección dedicada a los protocolos relacionados con el ICE.</p> <p>Se han suprimido ciertas secciones con el fin de salvaguardar la integridad de nuestros procedimientos de seguridad y garantizar la protección tanto de nuestro personal como de los estudiantes. Cada plantel escolar mantiene su propio plan de seguridad específico para su sitio, lo que permite ofrecer respuestas personalizadas en función de las necesidades particulares de cada recinto.</p> <p>A lo largo del presente año escolar, hemos llevado a cabo las respuestas estándar de "Código Azul" relacionadas con situaciones médicas, y nos complace informar que no se han registrado incidentes de "Código Rojo".</p> <p>En cumplimiento con los requisitos estatales, cualquier actividad del ICE dentro del recinto escolar debe ser reportada. Todo el personal de los planteles escolares ha recibido</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>capacitación sobre los parámetros legales que rigen la entrada —o la prohibición de entrada— del ICE a las instalaciones escolares, incluyendo la manera de identificar una orden judicial válida. Asimismo, existen pautas claras que establecen cómo y cuándo se debe notificar a las familias en caso de que se produzca una intervención del ICE. Con el fin de cumplir con los requisitos del Código de Educación de California, también se han incorporado al Plan de Seguridad las políticas relativas al código de vestimenta.</p> <p>Continuamos colaborando con las autoridades policiales locales para llevar a cabo simulacros anuales de "Código Rojo" activo, utilizando mapas del recinto escolar actualizados cada año. Nuestro objetivo sigue siendo fortalecer de manera proactiva nuestros sistemas, colaborar con las partes interesadas clave y asegurar que brindamos apoyo a la seguridad y el bienestar de todos los estudiantes en cada uno de los departamentos.</p>
15 min	LCAP Input / Entrada del LCAP	Kirsten Carr, Chief Communications & Engagement Officer	<p>LCAP (Local Control Accountability Plan) A comprehensive state plan required of districts and charter schools that details key goals, actions, and</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>budgeted expenditures.</p> <p>This plan was presented to the board mid-year. We are currently reviewing our goals from this year to ensure we are on the right path and making progress toward our intended outcomes.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Students will develop as critical, creative, global thinkers with strong foundational skills in math, humanities, and science. ● 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 circumstance. <p>Program Investments: We are beginning to allocate funding toward extracurricular opportunities. As part of this work, we launched a pilot band program for grades 5–8 to begin expanding access to extracurricular activities. We are also exploring how creating time within the school day can support increased student participation in these</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>opportunities.</p> <hr/> <p>LCAP (Plan de Responsabilidad y Control Local)</p> <p>Un plan estatal integral, de cumplimiento obligatorio para los distritos escolares y las escuelas chárter, que detalla los objetivos clave, las acciones y los gastos presupuestados.</p> <p>Este plan fue presentado a la junta directiva a mediados del año escolar. Actualmente, estamos revisando los objetivos establecidos para este año con el fin de asegurar que nos mantenemos en la dirección correcta y que estamos avanzando hacia los resultados previstos.</p> <p>Objetivos:</p> <p>Los estudiantes se desarrollarán como pensadores críticos, creativos y con una perspectiva global, dotados de sólidas habilidades fundamentales en matemáticas, humanidades y ciencias.</p> <p>Crear una cultura escolar segura y de apoyo que fomente la máxima participación de los estudiantes, las familias y el personal, con el fin de preparar a los alumnos y futuros líderes para su trayectoria en la escuela secundaria, la universidad y etapas posteriores,</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>independientemente de sus circunstancias.</p> <p>Inversiones en programas: Hemos comenzado a destinar fondos a la oferta de oportunidades extracurriculares. Como parte de esta iniciativa, hemos puesto en marcha un programa piloto de banda musical para los grados 5.º a 8.º, con el objetivo de ampliar el acceso a las actividades extracurriculares.</p> <p>Asimismo, estamos analizando de qué manera la asignación de tiempo específico dentro del horario escolar puede contribuir a aumentar la participación de los estudiantes en dichas actividades.</p>
15 min	<p>Unit 3 Data Update/ Puntajes de las evaluaciones de primavera/principio de año/</p>	VP of Middle School	<p>Unit 3 Math STAR is the highest in our network at 52.6% of students being at Tier 1.</p> <p>Unit 3 STAR Early Lit is at 61.1% of students at Tier 1.</p> <p>Unit 3 STAR Reading is the highest in our network at 63.1% of students at Tier 1.</p> <p>Our 1st grade cohort had 17 students move from Early Lit to STAR Reading from Unit 2 to Unit 3.</p> <p>Second grade had an increase of 17% from Unit 2 to Unit 3.</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>The whole site reading fluency had a decrease of Tier 3 students of 2%.</p> <p>Reflection: Differentiated instruction and interventions are actively driving accelerated student growth.</p> <ul style="list-style-type: none"> - Teachers are strategically using SBAC Interim IA data from January to identify persistent gaps and adjust instruction accordingly. Through focused data meetings, teams are pinpointing areas of need and implementing targeted, in-class interventions to address those gaps with urgency, ensuring students are better prepared for end-of-year assessments. <p>We only have 5 weeks until end-of-year testing, and the urgency is real—this is the moment to accelerate.</p> <ul style="list-style-type: none"> - Our Unit 3 gains have built strong momentum, putting us in a critical position to maximize: <ul style="list-style-type: none"> - End-of-year proficiency targets - Student confidence, stamina, and engagement when it matters most <p>Next Steps:</p> <ul style="list-style-type: none"> - Continuously adjust in-class intervention groups to ensure data is actively collected,



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>analyzed, and used to maximize impact—so every student is making progress toward closing gaps.</p> <ul style="list-style-type: none"> - Leverage STAR data (K–2) and Interim Assessment data (3–8) to drive real-time instructional adjustments and targeted reteaching. Use structured data meetings to monitor progress, refine strategies, and ensure students are on track to meet their goals. <hr/> <p>En la Unidad 3, los resultados de STAR Math son los más altos de nuestra red, con un 52.6% de los estudiantes situados en el Nivel 1.</p> <p>En la Unidad 3, STAR Early Lit registra un 61.1% de estudiantes en el Nivel 1.</p> <p>En la Unidad 3, STAR Reading es el más alto de nuestra red, con un 63.1% de los estudiantes en el Nivel 1.</p> <p>Nuestra cohorte de 1.er grado tuvo 17 estudiantes que pasaron de la evaluación Early Lit a STAR Reading entre la Unidad 2 y la Unidad 3.</p> <p>El 2.º grado experimentó un aumento del 17% entre la Unidad 2 y la</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>Unidad 3.</p> <p>En cuanto a la fluidez lectora de todo el centro educativo, se registró una disminución del 2% en el número de estudiantes en el Nivel 3.</p> <p>Reflexión:</p> <p>La instrucción diferenciada y las intervenciones están impulsando activamente un crecimiento acelerado en los estudiantes. Los maestros están utilizando estratégicamente los datos de la Evaluación Interina (IA) del SBAC de enero para identificar brechas persistentes y ajustar la instrucción en consecuencia. A través de reuniones de datos focalizadas, los equipos están identificando áreas de necesidad e implementando intervenciones específicas dentro del aula para abordar esas brechas con urgencia, asegurando que los estudiantes estén mejor preparados para las evaluaciones de fin de año. Solo nos quedan 5 semanas antes de las pruebas de fin de año, y la urgencia es real: este es el momento de acelerar el ritmo.</p> <p>Los logros obtenidos en la Unidad 3 han generado un fuerte impulso, situándonos en una posición crítica</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>para maximizar: Los objetivos de competencia de fin de año. La confianza, la resistencia y la participación de los estudiantes en el momento en que más importa. Próximos pasos: Ajustar continuamente los grupos de intervención dentro del aula para asegurar que los datos se recopilen, analicen y utilicen activamente con el fin de maximizar el impacto, garantizando así que cada estudiante progrese hacia el cierre de sus brechas. Aprovechar los datos de STAR (grados K–2) y los datos de las Evaluaciones Interinas (grados 3–8) para impulsar ajustes instruccionales en tiempo real y una reenseñanza focalizada. Utilizar reuniones de datos estructuradas para monitorear el progreso, perfeccionar las estrategias y asegurar que los estudiantes se mantengan encaminados hacia el logro de sus metas.</p>
5 min	Upcoming School Events/ Próximos eventos escolares	VP of Middle School	<p>Spring Break: April 6th - April 10th</p> <p>Teacher Appreciation Week: May 4th - May 8th</p> <p>SBAC Testing Begins: May 12th!!</p>



Time Hora	Agenda	Presenter Presentador	Notes/Notas
			<p>8th Grade Graduation: June 11th @ 5 PM</p> <hr/> <p>Vacaciones de primavera: del 6 al 10 de abril</p> <p>Semana de Agradecimiento a los Maestros: del 4 al 8 de mayo</p> <p>Comienzan los exámenes SBAC: ¡¡12 de mayo!!</p> <p>Graduación de 8.º grado: 11 de junio a las 5:00 p. m.</p>
1 min	Closing/ cierre	VP of Middle School	<p>Next SSC Meeting *Monday, June 1st, 2026 @ 5:00pm.</p> <p>Agenda: *Priorities Update *Unit 4 Assessment Data Analysis</p> <p>SSC meeting ends at 5:43pm.</p> <hr/> <p>Próxima reunión del SSC *Lunes, 1 de junio de 2026, a las 5:00 p. m.</p> <p>Orden del día: *Actualización de prioridades *Análisis de datos de la evaluación de la Unidad 4</p> <p>La reunión del SSC finaliza a las 5:43 p. m.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Collegiate Charter

CDS Code: 01 10017 0138867

School Year: 2026-27

LEA contact information:

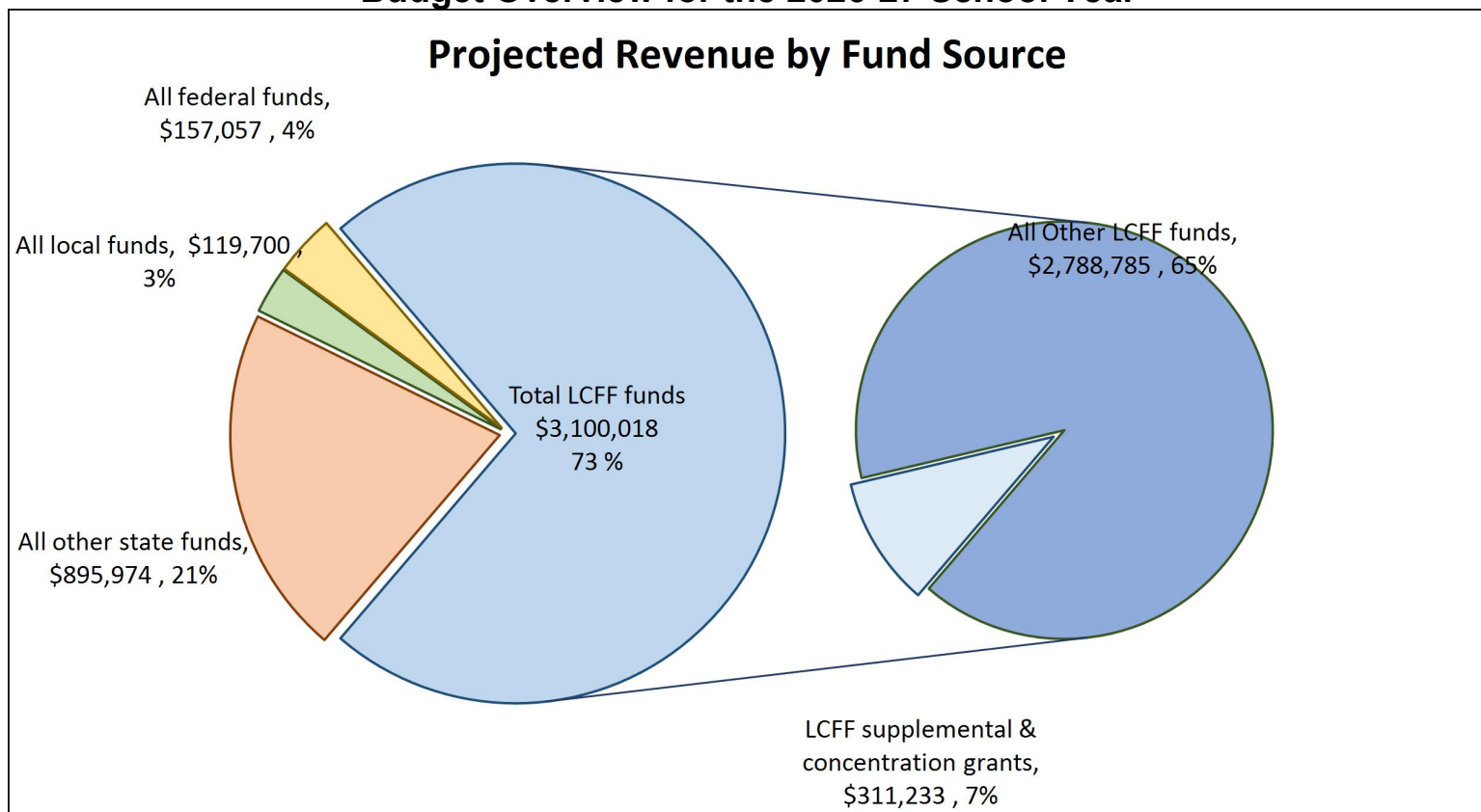
Ami Ortiz

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).

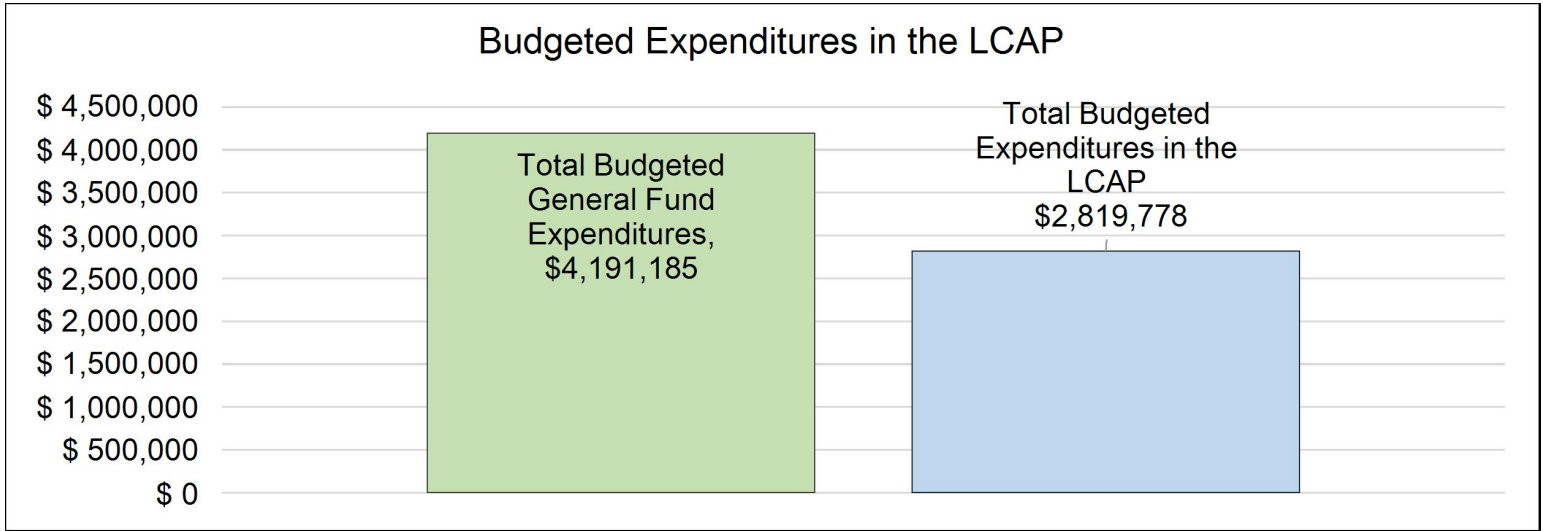
Budget Overview for the 2026-27 School Year



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 \$4,272,749, of which \$3100018 is Local Control Funding Formula (LCFF), \$895974 is other state funds, \$119700 is local funds, and \$157057 is federal funds. Of the \$3100018 in LCFF Funds, \$311233 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 2026-27. 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 \$4191185 for the 2026-27 school year. Of that amount, \$2819778 is tied to actions/services in the LCAP and \$1,371,407 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operating Expenses, CMO Fee, Legal, insurance, professional development, etc

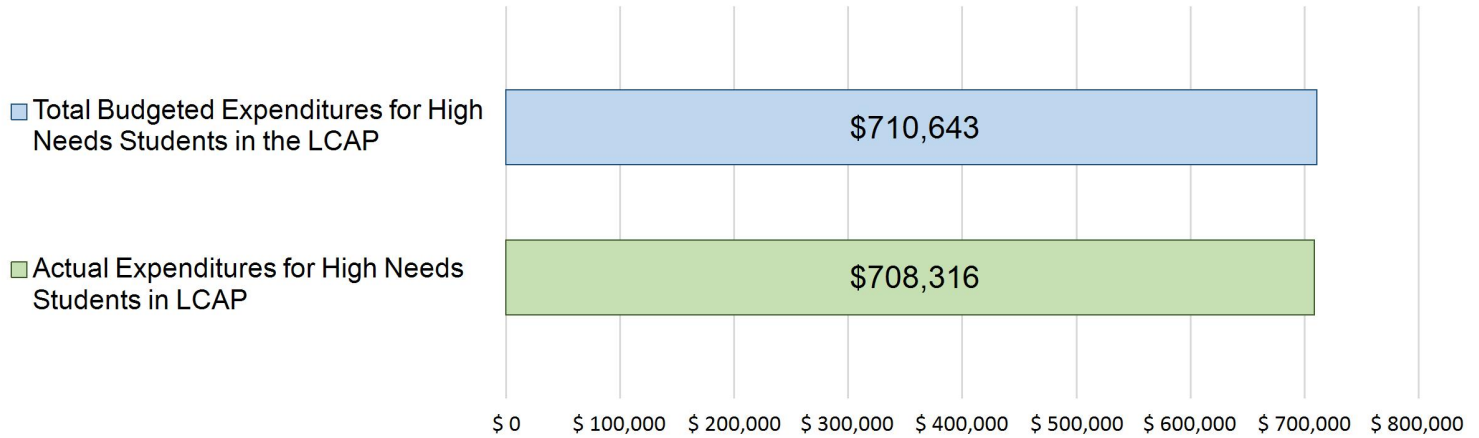
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Hayward Collegiate Charter is projecting it will receive \$311233 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 \$404777 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2026-27

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2026-27, Hayward Collegiate Charter's LCAP budgeted \$710643 for planned actions to increase or improve services for high needs students. Hayward Collegiate Charter actually spent \$708316 for actions to increase or improve services for high needs students in 2026-27.

The difference between the budgeted and actual expenditures of \$2,327 had the following impact on Hayward Collegiate Charter's ability to increase or improve services for high needs students:

The difference is not significant. No changes had to be made.

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 [2026-27]

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 2025, 50.75% of HCC students met or exceeded standard in English Language Arts and 52.98% 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 241 students with the following demographics: 53.9% Socioeconomically Disadvantaged, 21.6% English language learners, and 6.2% Students with Disabilities. HCC students are ethnically diverse: 61% Hispanic or Latino, 6.6% Asian, 8.7% Two or More Races, 7.1% Black or African-American, and 2.5% Native Hawaiian and Other Pacific Islander. HCC parents have varied education levels: 11.2% graduate degree or more, 26.5% college degree, 25.8% some college or associate's degree, 25.3% high school degree, and 11.2% no high school degree or did not answer. Hayward has a population of approximately 158,000, 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, Watsonville Prep and Orange 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.

2025 Dashboard Performance

The 2025 California School Dashboard highlights Hayward Collegiate'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 Hayward Collegiate's mindset of continuous improvement, grounded in rigorous instruction, targeted interventions, and a commitment to equity. HC will still maintain focus on chronic absenteeism, social emotional learning supports, and wrap-around community engagement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hayward Collegiate Charter is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Hayward Collegiate Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in February - April 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
	<p>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.</p>
<p>Parents</p>	<p>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).</p>
<p>Students</p>	<p>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.</p>

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

Focus groups with staff and the PAC/ELPAC meetings highlighted the importance of strengthening cultural and community celebrations, which is included as an action in Goal 2. The academic growth and progress of students in Math was singled out as a continued area of focus by teachers and families, leading to increased professional development and focus on Illustrative Math as an activity in Goal 1.

Goals and Actions

Goal

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: 50.75% English Learners: 10.53% Low Income: 44.05%	All Students: 75.6% English Learners: 63.0% Low Income: 78.3%	All Students: - 12.45% English Learners: - 39.47% Low Income: - 12.15%

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%	Hispanic: 42.85%	Hispanic: 72.6% (LEA average & all significant subgroups; LEA average & all significant subgroups; Source: SBAC caaspp-elpac.ets.org)	Hispanic: -14.05%
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%	All Students: 52.98% English Learners: 26.32% Low Income: 51.19% Hispanic: 45.05%	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: -3.62% English Learners: -19.88% Low Income: -2.21% Hispanic: -6.35%
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: 25.49% English Learners: N/A Low Income: 21.88% Hispanic: 21.88%	All Students: 40% English Learners: 40% Low Income: 40% Hispanic: 40% (LEA average & all significant subgroups; Source: Source: CAST assessment;	All Students: -26.51% English Learners: N/A Low Income: -34.32% Hispanic: -36.02%

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: 39% % students reclassified fluent English proficient: 29%	% 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: -7.30% % students reclassified fluent English proficient: Maintained
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%	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%	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%	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%	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%	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%	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 45% Out-of-Field 0% Intern 11% Ineffective 44% Incomplete 0%	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: +.5% Out-of-Field 0% Intern +10% Ineffective +.5% Incomplete 0%

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%	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%	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%	86%	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	20 times annually (Source: Internal coaching logs)	Maintained

Goal Analysis [2025-26]

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 2025–26 school year, Hayward Collegiate has demonstrated mixed 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. The school implemented all planned actions with fidelity, with no substantive difference between planned and actual implementation of actions. However, comparison of Year 1 to Year 2 outcomes indicates declines in student achievement across English Language Arts, mathematics, and science, signaling a need to strengthen the effectiveness and coherence of instructional systems.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching

These three actions continue to form the foundation of Hayward Collegiate’s instructional model, integrating standards-aligned Tier 1 instruction, MTSS-aligned interventions, and weekly teacher coaching. While these systems remain in place, Year 2 outcomes reflect declines in student performance across multiple measures, including ELA (63.2% to 50.75%) and Math (56.6% to 52.98%), as well as a significant decrease in Science performance. Declines were particularly pronounced among Multilingual Learners, indicating that current instructional practices and intervention systems are not yet consistently translating into improved outcomes. While teachers continue to engage in data-driven planning, small group instruction, and coaching cycles, these systems will require refinement to more effectively drive student achievement.

Action 1.3 Teacher Hiring and Credentialing:

Hayward Collegiate maintained a rigorous, multi-step hiring process, ensuring that all instructional staff completed application screening, interviews, performance tasks, and reference checks. Additionally, the percentage of fully credentialed (clear) teachers increased from Year 1 to Year 2, reflecting progress in strengthening staff qualifications and alignment to instructional expectations. This improvement provides a stronger foundation for instructional consistency moving forward.

Action 1.4 Supports for Students with Disabilities:

Services for students with disabilities continued through a push-in and pull-out model, providing small group and individualized instruction aligned to each student’s learning goals. While these supports remain in place, overall declines in student performance across content areas indicate a need to strengthen the alignment, rigor, and impact of these services to ensure consistent access to grade-level content and improved academic outcomes.

Action 1.5 English Learner Instruction:

The ELD Lead continued to support program implementation, ensuring alignment to ELD standards and overseeing benchmark assessments and progress monitoring for Multilingual Learners, including targeted supports for Long-Term English Learners (LTELs). However, Year 2 data reflects declines in English Learner progress toward proficiency and significant decreases in SBAC performance, indicating that current ELD structures are not yet effectively accelerating language acquisition or enabling consistent access to rigorous, grade-level instruction.

Action 1.7 Professional Development:

Professional development remained robust and ongoing, with teachers engaging in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, social-emotional learning, and data-driven instruction. While teacher participation and engagement remained strong, Year 2 survey data indicates a slight decline in perceived effectiveness, and student outcome data suggests that professional learning must be more tightly aligned to high-leverage instructional practices. Continued refinement of PD focus areas, including ELD integration, literacy instruction, and differentiation, will be critical to improving instructional impact.

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 1.3 is under budget by a material amount due to moving all Human Resource expenses to the CMO and off of the sites budget

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 at Hayward Collegiate have been partially effective in supporting foundational instructional systems, though student outcome data from Year 1 to Year 2 indicates the need for increased impact on achievement. The school successfully implemented standards-aligned Tier 1 instruction, MTSS-aligned interventions, and consistent coaching with fidelity, establishing strong structures for teaching and learning. While ELA proficiency declined from 63.2% to 50.75% and math from 56.6% to 52.98%, these results highlight an opportunity to strengthen instructional coherence, rigor, and alignment to ensure that existing systems more consistently translate into improved student outcomes across all content areas.

Actions supporting Multilingual Learners and Students with Disabilities have established important systems, including designated and integrated ELD, progress monitoring, and targeted supports; however, these actions have been inconsistently effective in accelerating achievement, particularly for English Learners. At the same time, actions related to teacher hiring and credentialing have contributed to improved staff qualifications, and foundational systems—such as universal access to instructional materials, full curriculum implementation, and consistent coaching cycles—remain strong and provide a solid base for improvement. Professional development and coaching continue to be well-implemented and positively received, creating strong conditions for growth, and will be further refined to more tightly align to high-leverage instructional practices that drive measurable gains in student achievement.

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.

Based on reflection of Year 1 and Year 2 outcomes, Hayward Collegiate will make targeted refinements to strengthen the effectiveness of Goal 1 actions while maintaining the overall goal and core metrics. While strong systems for instruction, intervention, and coaching are in place, adjustments will focus on increasing the impact of these systems on student achievement. The school will prioritize strengthening Tier 1 instruction, with a particular emphasis on standards-aligned literacy and mathematics instruction, tighter alignment to priority standards, and more frequent use of interim assessments to inform responsive reteaching. Additionally, the school will enhance the coherence of its Multi-Tiered System of Supports (MTSS) by improving alignment between core instruction and intervention, ensuring that all students receive targeted support that directly addresses identified skill gaps.

To address subgroup performance trends, the school will refine and strengthen English Language Development (ELD) implementation, including increased accountability for daily designated ELD, deeper integration of language objectives across content areas, and more frequent progress monitoring for Multilingual Learners. Supports for Students with Disabilities will also be strengthened through improved alignment between general and special education instruction, particularly in mathematics. Professional development and coaching will be more tightly focused on high-leverage instructional practices, including ELD integration, literacy, and differentiation, to ensure stronger transfer to classroom practice. While no major changes will be made to the overall goal or target outcomes, these refinements are designed to build on existing strengths and ensure that instructional systems more consistently drive improved student outcomes for all student groups.

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 Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$1,190,401.00	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 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 	\$141,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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 	\$100.00	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	\$277,689.00	No
1.5	English learner instruction	<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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>	\$11,100.00	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) • Practice with the coach before launching with skill • Cyclical process of observation, follow-up and observation 	\$260,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Student Supports with LREBG funds	1 small group instructor	\$56,584.00	

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	93% (Source: Annual Parent Survey, April, 2026)	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)	96% agree that they felt safe at school, 81% feel proud to belong to	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)		HC most or all of the time	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: 1.2% English Learners: 1.5% Low Income: 1.2% Hispanic: 1.8%	All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: California Dashboard)	All Students: -.3% English Learners: +1.5% Low Income: +1.2% Hispanic: +.4%
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 Learners: 0% Low Income: 0% Hispanic: 0%	All Students: 0% English Learner0% 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)	94.66%	96% (Source: P-2 report)	-1.35%
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: 15.6% English Learners: 14.1% Low Income: 17% Hispanic: 18.2%	All Students: <10% English Learners: <10% Low Income: <10% Hispanic: <10% (Source: California Dashboard)	All Students: +3.9% English Learners: +5.5% Low Income: +4.6% Hispanic: +4.7%
2.7	Middle school dropout rate	0%	0% (Data Year: 2024-2025)	0%	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	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)	100% of parents feel their child is safe and supported on campus, and 87% are satisfied with their child's academic results. (Source: Annual Parent Survey, April 2026)	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)	80% (Source: Annual Parent Survey, April 2026)	70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	87%

Goal Analysis [2025-26]

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 2.4 is under budget due to moving the after school ELOP program to in house staff instead of an outside agency. Action 2.5 is under budget by a material amount due to facilities work that was planned but did not happen.

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 	\$76,074.00	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. 	\$2,879.00	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 	\$373,264.00	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) 	\$358,072.00	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 	\$71,717.00	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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$311233	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.040%	0.000%	\$0.00	10.040%

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 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>
<p>1.5</p>	<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
<p>1.7</p>	<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>	<p>Instructional and administrative staff face unique challenges with today’s student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3</p>	<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
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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

2026-27 Total Planned 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	\$3100018	311233	10.040%	0.000%	10.040%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,763,194.00	\$56,584.00	\$0.00	\$0.00	\$2,819,778.00	\$2,170,650.00	\$649,128.00

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	\$1,062,556.00	\$127,845.00	\$1,190,401.00				\$1,190,401.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$141,336.00	\$0.00	\$141,336.00				\$141,336.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$100.00	\$0.00	\$100.00				\$100.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$127,689.00	\$150,000.00	\$277,689.00				\$277,689.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
1	1.6	Professional development	All	No			All Schools	Ongoing	\$0.00	\$11,100.00	\$11,100.00				\$11,100.00	
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	\$260,562.00	\$0.00	\$260,562.00				\$260,562.00	
1	1.8	Student Supports with LREBG funds							\$56,584.00	\$0.00		\$56,584.00			\$56,584.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$73,869.00	\$2,205.00	\$76,074.00				\$76,074.00	
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	\$0.00	\$2,879.00	\$2,879.00				\$2,879.00	

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	2.4	Student activities	All	No			All Schools	Ongoing	\$293,714.00	\$79,550.00	\$373,264.00				\$373,264.00	
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$82,523.00	\$275,549.00	\$358,072.00				\$358,072.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$71,717.00	\$0.00	\$71,717.00				\$71,717.00	

2026-27 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
\$3100018	311233	10.040%	0.000%	10.040%	\$404,777.00	0.000%	13.057 %	Total:	\$404,777.00
								LEA-wide Total:	\$404,777.00
								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	\$141,336.00	
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	\$260,562.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,879.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,523,779.00	\$2,129,928.00

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	\$663,533.00	676520
1	1.2	Interventions	Yes	\$550,194.00	543966
1	1.3	Teacher hiring and credentialing	No	\$6,202.00	100
1	1.4	Supports for students with disabilities	No	\$154,045.00	158839
1	1.5	English learner instruction	Yes	\$10,680.00	10680
1	1.6	Professional development	No	\$118,124.00	117016
1	1.7	Teacher coaching and supervision	Yes	\$94,078.00	94720
2	2.1	Family engagement in school policies and decision-making	No	\$14,213.00	9946
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$55,691.00	58950
2	2.4	Student activities	No	\$310,232.00	283479

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	125426
2	2.6	Chronic absenteeism support	No	\$49,805.00	50286

2025-26 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)
311233	\$710,643.00	\$708,316.00	\$2,327.00	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	\$550,194.00	543966		
1	1.5	English learner instruction	Yes	\$10,680.00	10680		
1	1.7	Teacher coaching and supervision	Yes	\$94,078.00	94720		
2	2.3	Social-emotional learning	Yes	\$55,691.00	58950		

2025-26 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)
3100018	311233	0	10.040%	\$708,316.00	0.000%	22.849%	\$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo

4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
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4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
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4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
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4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
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4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
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4/10/2026 9:53:37	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 10:11:04	Watsonville Prep School	Agree/ De acuerdo
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4/10/2026 10:16:12	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:18:05	Hollister Prep School	Disagree/ En desacuerdo

4/10/2026 10:20:15	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 10:26:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:14:37	Hollister Prep School	Disagree/ En desacuerdo
4/10/2026 11:18:01	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:24:11	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 11:33:44	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 11:34:23	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:34:28	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:46:54	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 11:48:13	Hollister Prep School	Agree/ De acuerdo
4/10/2026 11:59:02	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/10/2026 12:12:54	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Strongly Agree / Totalmente de acuerdo	Agreed
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because I believe we have capable staff and th
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answerec
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Agree/ De acuerdo	None
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Agree/ De acuerdo	Because my kid loves going to school and learr
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Disagree/ En desacuerdo	There are no programs to support families any
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Agree/ De acuerdo	I feel like a lot of care is taken on the educati
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parent:
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenas
Agree/ De acuerdo	Z
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Agree/ De acuerdo	Because I have had a child in your school for t
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	I believe the school does an overall good job th
Agree/ De acuerdo	There needs to be more communication from t
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Buena escuela
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with cc
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Agree/ De acuerdo	Experience
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very ei
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree

Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	My children's teachers communicate regularly o
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Personally, some situations have happened wh
Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustarí
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Agree/ De acuerdo	there is always more that could be done at eve
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. It
Agree/ De acuerdo	HPS is a great school!
Agree/ De acuerdo	I was not happy with how an investigation was

Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	Communication from school/staff needs to be i
Agree/ De acuerdo	The reason I put disagree for my child feeling s
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	I disagree with the statement that my child is s
Agree/ De acuerdo	Porque todo es verdadero
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Agree/ De acuerdo	n/a
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier
Agree/ De acuerdo	Parent square is the unique convenience for m
Disagree/ En desacuerdo	I would like more insight on future staffing for th
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	There is always room for improvement
Agree/ De acuerdo	satisfied so far; always room to improve
Strongly Agree / Totalmente de acuerdo	.
Strongly Agree / Totalmente de acuerdo	Great enviroment for my kids to study
Agree/ De acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	The teachers and staff go above and beyond.

Agree/ De acuerdo	De acuerdo en todo
Strongly Agree / Totalmente de acuerdo	I am very satisfied with Hayward Collegiate. My
Strongly Agree / Totalmente de acuerdo	The results may be his own fault by not wanting
Agree/ De acuerdo	Mh
Strongly Agree / Totalmente de acuerdo	We saw the improvement in our child daily
Agree/ De acuerdo	There seems to be a lot of PTO and town hall n
Agree/ De acuerdo	Solo quiero agradecer por la educación de mis
Strongly Agree / Totalmente de acuerdo	On. Academic we feel not really involved in wh
	Solo cuando tengo la oportunidad
Disagree/ En desacuerdo	Na
Strongly Agree / Totalmente de acuerdo	creo yo que es una muy buena escuela
Strongly Agree / Totalmente de acuerdo	I believe my children have not been in a situati
Disagree/ En desacuerdo	I have had to convince my daughter to go to sc
Agree/ De acuerdo	I am over all happy with HSP. Great school gre
Strongly Agree / Totalmente de acuerdo	Es mejor
Strongly Agree / Totalmente de acuerdo	3 of my kids attend gilroy prep and these few y
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicati
Strongly Agree / Totalmente de acuerdo	Our family has been apart of Hayward Collegia
Strongly Agree / Totalmente de acuerdo	Our experience at Hollister Prep School has be
Agree/ De acuerdo	Me encanta la escuela para mis hijos
Strongly Agree / Totalmente de acuerdo	Great school, great teachers, staff are friendly
Agree/ De acuerdo	N/a
Disagree/ En desacuerdo	I feel I'm told by staff things are well, but when
Strongly Agree / Totalmente de acuerdo	I have volunteered during events at school and
Agree/ De acuerdo	Porque estoy satisfecha con el plantel estudiar
Agree/ De acuerdo	The school always sends out community and s
Strongly Agree / Totalmente de acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	We love our school
Agree/ De acuerdo	I cannot say I believe my child is safe because

Disagree/ En desacuerdo	School does not have sufficient security. Visitor
Strongly Agree / Totalmente de acuerdo	Because parents and teachers regularly interact
Agree/ De acuerdo	Estoy de acuerdo referente a lo académico de
Agree/ De acuerdo	Creo que unas que otras estoy demasiado acu
Disagree/ En desacuerdo	Por qué es lo que yo veo en la escuela
Agree/ De acuerdo	We have 2 students at the school. Both have e
Strongly Agree / Totalmente de acuerdo	Me siento muy satisfecha con la escuela
Agree/ De acuerdo	They always inform us about things going on w
Agree/ De acuerdo	Creo que tanto el personal de la escuela como
Agree/ De acuerdo	I have not had any bad experiences with the sc
Strongly Disagree/ Totalmente en desacuerdo	Lo puedo ver en mis hijos van con mucha Alge
Disagree/ En desacuerdo	My daughter struggled with certain classes and

Is there anything else you would like to share v How has the current staffing level in your child?

Na

N/a

No

continuous improvement on belonging and inclusion among students and staff.

Good

ncion a las necesidades de nuestro estudiantes Muy bien

No

Na

uld be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary scho

No sería todo

I think the kids need enrichment. They sit for tc No

Si algo que tengo una inquietud es cuando los Bien

hey give all they can do for our children development and give parents the opportunity to be inv
year attending and the parent to school engagement is spectacular! I absolutely love how infor

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward My daughter can access her education becaus

no

No

portunities

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

time outside of school hours.

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

s Han trabajado muy bien con ellos me gustado l

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is.

N/A

as en a escuela pero hay algunas que podrian mejorar.

What is the school doing for the students for or I like the staffing level

A note about "academic results" question: I wo My child only recently has been granted a 504

A tiend3n muy bién a los niños

I think that parents should be informed when a It has not

No

N/A

The after-school program and break camps ar While the impact may not yet be evident, it is ir

No mucho

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

Not enough credentialed teachers to help teachers without.

NA

NA

NA

NA

an awesome job with education and taking take great. They pay attention to little detail on my c
rol.

Thank you for all you do.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be
suited

No

To many teachers changes

Mi hijo Jeison Martinez está muy contento est Q está aprendiendo mucho

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha
resources to its families. For this reason, I have very happy with GPS in the categories mentione

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th
il school and support family's with helpful sources inside and out and when it comes to my child

Students should not teach each other. None

Good

NA

NA

No

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

I would love to see more enrichment or options It seems to be appropriate but I notice a difference

Not ok with detention for elementary kids, I don't see too many kids, need more support regularly for

Poner más atención en las áreas de recreación N/A

No

Muy bien

where they have not responded as they should or as I would like.

No

espero que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en el cual fue

I'm frustrated on the fact that we don't have a permanent location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

No

Me gustaría que a la hora de un problema con los estudiantes pongan más atención

I wish the school offered music and arts. Esperando Not sure

del control de entrada y salida en la escuela .

los estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

Gilroy prep really need to hire more yard duty staff.

estando

escuela

Si es apropiado para los estudiantes

to be more safer

very good

No

It doesn't feel like some staff are qualified in their roles

was handled by the interim principal. While my daughter did not handle things in the best manner with

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

None at this time

NA

School needs more support with staff and fundraiser opportunities.

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m

We feel that the school should provide the proç Not having the correct staff definitely impacts o

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th

There needs to be better staff training and con: For my 8th grade son the answer is No. I am c

ded for my children.

N/A

We are dissatisfied with the new principal as hç The case manager is not effective remotely and

n/a

N/a

It is very important for the students to have out N/A

school due to ParentSquare and Thursday folders with newsletters.

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop

No

Why do we only have one in person teacher cc The on going support from an FFI play an impc

Previously apparently there used to be weekly TK classroom does not seem to have a perman

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

If we can make a change to the food vendor, always the same meals and quality.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

na

No

No

No

No

y kids are safe and enjoying while learning in this school

g to complete his work but I also believe the tea Fine

Nj

Great

N/a

meetings available for parents who are able to attend to give their input.

: hijos

Buena

No at the moment

None

Not aware of that program

on where I believe they have been unsafe. The teachers communicate with me about any situa

Disappointed on the process of investigating incidents is very one sided.

at campus great staff and my sons academic results are outstanding

Bien

rs have been a great experience.

n on their part as well as professionalism. Teachers have been very involved in the succe

We are grateful for a charter elementary in our community

æen a delight

Todo está bien

Muy bien

Im happy with having my boys come here I feel maybe its alot for the staff and teachers v

No

Good

I question my child there's much I don't hear from staff about.

Highly recommend this school to anyone .

No

Bien creo estan en el nivel apropiado

The front office seems to always be overwhelmed and unwelcoming to its students.

Start looking into who you're hiring better and ask children for their opinions on their teacher be

r gate is often left ajar or held open for others walking by.

I would like to formally suggest increasing extracurricular activities within the school program. (

No Se le ah hecho un poco complicado a mi hijo, p

No

Creo que es profesional

While we have not been in the classroom, we ε N/A

within the school and how we can be a part of them.

los estudiantes hacen lo mejor que se puede y eso lo agradezco muchísimo.

No

Muy Amiga le el director

l says she doesn't get the help she needs.

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Yes Steady teacher. S

N/A Ensure students are taught and prepared to co-

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

Na Na

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

Todo bien Revisar los baños que uno no tenia pasador

olved in everything that helps our students to accomplish their goals.

med the parents are of our child daily school life. Its very comforting.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer

Ninguno Todo muy bien

arten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

los resultados que hemos tenido

N/A

N/A

1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often. More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

N/a

N/a

To feel more confident about my child's inclusi The most critical factor for Navigator to consider Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

Accountability

NA

NA

NA

NA

I think the system they have works great anything that will help on the education of my c

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Na

NA

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc
ive met Mohammed during one of his outreach events, that is how we learned about the school
ed above.

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude
d academic they always are on top when he needs help or stay on track.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

NA NA

To have a few more staff in class to help the st Help with reading.

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Estoy satisfecho Estoy satisfecho

Smaller class sizes Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las cc
1 grader and his middle school years.

Bringing back enrichment and add tutoring Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ac

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

The staff would benefit from further training. It i That All children have access to sufficient reso

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con

Following IEP and the way they speak to my cl To talk to them and treat them with respect and

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A

N/A

Less students in the classroom so the teachers 1.1 reading teachers

More teachers.

The number of students in class which will influ

Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

N/A

Adequate staffing to student ratio

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an

teachers and how little us parents are kept in the loop on our child's education and progress. W

na

na

None

More tutoring

Good

We needs more teachers and or helper per cla Not enough teachers

Asta hora todo bien

Todo bien

I guess

More interaction with the parents

I feel like the class is way too crowded. More s Staff with experience.

itions

Si

Más supervisiones

None I can think of

Teachers that are supportive, professional, emp

A mi me gusta el salón de mi hijo

Para mí todo está bien

If parents were a little more involved in the curr Keep strong communication between behaviors

Unsure

Unsure

Empathy and patience with compassion

Ningun cambio la atencion del personal a los e Solo creo se necesita mas personal para ayude

ecause a lot of Mr. Dickersons previous students could've told you all something was off too. TI

Currently, reliance on after-school activities places a time and financial burden on parents. Inco

Que le tengas un poco de más paciencia Escritura

Me gustaría que tú vieran más cuidado con la vestimenta de los jovencitos

N/A N/A

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

create welcoming and inclusive environments so all students experience school in a positive a
ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

ations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

r educación física afuera.

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay niñ

This is not doable under 1 teacher

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

er is ensuring that staffing levels allow for individualized support for students with diverse learnin

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

children and their safety

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

uela

I and ultimately decided to join the school.

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wh
urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh
mplete homework and to prepare for testing.

J understanding. Staff needs a lot of training and patience.

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

ence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

rd having situations that come up they can not get to each child. More support more teachers w

/e have to message the teachers but they don't respond and if they do all I get is vague informa

pathetic, and are able to express various ways of teaching class materials.

s when my kids may act out, so i can talk to my kids. I like the structure this school has

ar en el cuidado de los estudiantes en la hora de los recesos y lonche

here is just so much that is swept under the rug at this school. Do better.

orporating such activities during school hours would better support students' overall developmer

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

and supportive manner.

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

ese gaps!

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

¡jorado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

at scholars can do and not on what they can't.

would be well-suited to support their needs!

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

with patience and perhaps more understanding instead of alienating the problem. More support to the students w

ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

nt and provide equal opportunities for all.Thanks

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

ido mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at th

encia muy positiva para nosotros.

Don't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

Who need help just because they learn differently they must be treated respected at all times and not scolded.

,

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

Anna and Mr. Al, they are all so professional and personable.

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

g children from two different schools together will cause conflict and social problems just to name a few things. I

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

at in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:49	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:14:41	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 15:12:38	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 15:13:29	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Disagree/ En desacuerdo	There are no programs to support families any
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buen
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for t
Agree/ De acuerdo	I believe the school does an overall good job th
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Agree/ De acuerdo	My kids are doing great after going to this scho
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	there is always more that could be done at eve
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. If
Agree/ De acuerdo	I was not happy with how an investigation was

Disagree/ En desacuerdo	Communication from school/staff needs to be improved
Agree/ De acuerdo	The reason I put disagree for my child feeling safe is because of the communication from the school.
Agree/ De acuerdo	I disagree with the statement that my child is safe there because of the communication from the school.
Agree/ De acuerdo	Porque todo es verdadero
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Parent square is the unique convenience for me
Agree/ De acuerdo	I feel confident that my child is safe there because of the communication from the school.
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen atención a los detalles.
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learning
	Muy buenas escuela y mi hija tiene una excelente comunicación con los maestros.
	Apoyando para seguir mejorando..
	There needs to be more communication from the school.
	Report cards have been incomplete for 1st grade
	I'm happy with school and the teacher they do a great job.
	Open communication and transparency with communication from the school.
	Everyone at Hayward Collegiate seems very engaged and caring.
	The school is family oriented.
	Estoy muy contenta con la experiencia en la escuela.
	Resources aren't always available. If it is, it isn't always the best.
	For the most part, my child has a great teacher
	I would like more insight on future staffing for the school.
	Na
	Agreed
	I believe when my student is struggling, it should be addressed.
	I was honest with my answers

I believe I have the opportunity to voice my opi

Because I believe we have capable staff and th

I am not happy about middle school moving loc

My questions or concerns are always answerec

HPS is only concerned with boosting there test

None

Happy with our experience at HPS.

Respecto a la pregunta de seguridad me preoc

I feel like a lot of care is taken on the educatio

La ayuda academica y los resultados se demu

Overall, leadership does great including parent

Es muy buena escuela

Buena escuela

NA

NA

I have never had an issue with the school

I have seen my sons immensely grow in their a

N/a

I agree

NA

My children's teachers communicate regularly

Love the school for my children and academics

Casi Siempre an trabajado con gran esfuerzo

Personally, some situations have happened wh

I feel my son has been doing very well at HPS.

Creo que todo está bien, solamente me gustarí

I love the staff that helps my son, the amount o

Their is a lot of bullying happening with no real

Great staff, the class size is a burden for all.

Algunas veces falta poner más atención a los e

My child was recently on independent study. M

Porque mi hijo si está agusto estudiando en la

Por qué es una escuela con un sistema educat

HPS is a great school!

HPS communicates early and often on updates

HPS is a great school with awesome admin, st

Feel that more individualized instruction is need

n/a

I feel pretty informed about what's going on at s

I feel the amount of individual time spent on tak

There has been much worr of mouth about bull

There is always room for improvement

N/a

Very satisfied with our school.

Porque estoy de acuerdo con lo que conteste

There's no one who answers shark club. I have

At Watsonville Prep, parents rarely receive dire

Experience

I believe Watsonville prep school is a wonderfu

Me gusta la Wps por Los Altos grados de los a

No hay mucha ayuda para lo que están pregun

During the IEP we were not afforded the prope

I would like for students have a 1.1 reading tea

Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child's

continuous improvement on belonging and inclusion among students and staff.

No

Na

No sería todo

year attending and the parent to school engagement is spectacular! I absolutely love how infor opportunities

time outside of school hours.

s Han trabajado muy bien con ellos me gustado l as en a escuela pero hay algunas que podrian mejorar.

A note about "academic results" question: I wo My child only recently has been granted a 504

I think that parents should be informed when a It has not

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

rol.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be suited

Mi hijo Jeison Martinez está muy contento estu Q está aprendiendo mucho

resources to its families. For this reason, I have very happy with GPS in the categories mentione

Students should not teach each other.

None

Good

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

No

Muy bien

No

do entrada y salida en la escuela .

Gilroy prep really need to hire more yard duty staff.

be more safer

very good

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th
There needs to be better staff training and con: For my 8th grade son the answer is No. I am c
N/A

N/a

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop
Why do we only have one in person teacher cc The on going support from an FFI play an impac
If we can make a change to the food vendor, always the same meals and quality.

na

ncion a las necesidades de nuestro estudiantes Muy bien
Si algo que tengo una inquietud es cuando los Bien
ns many things that are hard for me to teach at home
Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.
an awesome job with education and taking take great. They pay attention to little detail on my c
Thank you for all you do.
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du
School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and
Previously apparently there used to be weekly TK classroom does not seem to have a perman

Na

Good

ld be brought to the parents attention not wait f no negative impact
I believe going forward that for students need r I think the staffing level in the elementary scho

I think the kids need enrichment. They sit for to No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward; My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreaciór N/A

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Espe; Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela

Si es apropiado para los estudiantes

No

None at this time

NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

N/a

No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No

To many teachers changes

Il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

N/A Ensure students are taught and prepared to co

Na Na

med the parents are of our child daily school life. Its very comforting.

los resultados que hemos tenido

More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc

ad above.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

To have a few more staff in class to help the st Help with reading.

Estoy satisfecho Estoy satisfecho

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con
 Following IEP and the way they speak to my cl To talk to them and treat them with respect and

N/A	N/A
More teachers.	The number of students in class which will influ
Teacher involvement with goals - coordinate pr	Due to safety concerns, limited speech student

na	na
Todo bien	Revisar los baños que uno no tenia pasador

Ninguno	Todo muy bien
N/a	N/a

	Accountability
I think the system they have works great	anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envii	My child is in special education and is being pu
N/A	Adequate staffing to student ratio

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve€ Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment	Enrichment
Involved in everything that helps our students to accomplish their goals.	
Two sgi for each grade	I am not happy about middle school moving loc
Adding an aid in each class vs sharing aids	Tier system aren't working
¿Cuántas maestras una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión	
N/A	N/A
Que aprendan mas sibteblas diferentes necesi	Es buena eacuela pero se enfocan mas ennlos
NA	NA
NA	NA
I am perfectly satisfied of the structure of the te	To continue to educate and challenge the stude
NA	NA
I have no concerns about my children being inc	Ensure they have access to regular interventio
N/a	N/a
N/A	N/A
Smaller class sizes	Smaller class sizes
que lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
1 grader and his middle school years.	
Bringing back enrichment and add tutoring	Bringing back enrichment and tutoring
Again the class size and space per student in the current facility is challenging.	

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers and
teachers and how little us parents are kept in the loop on our child's education and progress. W

Yes

Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na

NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe
-create welcoming and inclusive environments so all students experience school in a positive a

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

:uela

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

complete homework and to prepare for testing.

and understanding. Staff needs a lot of training and patience.

enhance the teachers ability to understand and attend to individual students needs.

and needs on going support to success in a LRS.

children and their safety

I and ultimately decided to join the school.

académicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

wished to exit, which we were not given prior notice. The way that they addressed was not satisf

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

ations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay nif

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me,

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

id having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor más importante para garantizar un apoyo y una manera de apoyo.**

these gaps!

It's sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, it's

signs of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡jorado. Academicamete todo está muy bien.

3-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
attention. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

would be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

the problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at the

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

who need help just because they learn differently they must be treated respected at all times and not scolded.

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

; until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

j children from two different schools together will cause conflict and social problems just to name a few things. I

at in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen atenc
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because my kid loves going to school and learn
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Agree/ De acuerdo	There needs to be more communication from t
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do a
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with cc
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very en
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Disagree/ En desacuerdo	I would like more insight on future staffing for th

Is there anything else you would like to share v How has the current staffing level in your child'

ncion a las necesidades de nuestro estudiantes Muy bien

Si algo que tengo una inquietud es cuando los Bien

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.

an awesome job with education and taking take great. They pay attention to little detail on my c

Thank you for all you do.

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and

Previously apparently there used to be weekly TK classroom does not seem to have a perman

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a

Accountability

I think the system they have works great anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A Adequate staffing to student ratio

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

children and their safety

I and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

pecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on ε

site to connect with students. The remote services isn't the same. I think the school can support the students sc

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

e it is an in-person school to have in-person connections. Please invest in in-person services.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:47:37	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:03:34	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:25:22	Hollister Prep School	Agree/ De acuerdo

4/6/2026 21:31:17	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:36:30	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:38:21	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:41:09	Hollister Prep School	Agree/ De acuerdo
4/6/2026 22:43:35	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it should
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opinion
Agree/ De acuerdo	Because I believe we have capable staff and th
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answered
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	None
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	I feel like a lot of care is taken on the educatio
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu
Agree/ De acuerdo	Overall, leadership does great including parent
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	Buena escuela
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree
Strongly Agree / Totalmente de acuerdo	NA
Agree/ De acuerdo	My children's teachers communicate regularly
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Personally, some situations have happened wh

Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustaría
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Agree/ De acuerdo	HPS is a great school!
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	n/a
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	There is always room for improvement

Is there anything else you would like to share v How has the current staffing level in your child?

Na

Good

ould be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary schoo

I think the kids need enrichment. They sit for tc No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly towardç My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is.

N/A

A tiend3n muy bién a los niños

No mucho

NA

NA

NA

NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA

NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreació N/A

ere they have not responded as they should or as I would like.

No

fa que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Esper Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time

NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

olved in everything that helps our students to accomplish their goals.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

rtten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

N/A N/A

Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

NA NA

NA NA

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude

NA NA

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Smaller class sizes

Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co
1 grader and his middle school years.

Bringing back enrichment and add tutoring

Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an
teachers and how little us parents are kept in the loop on our child's education and progress. W

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay niñ

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

consecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on whi

rd having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡orado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

l by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. J

who need help just because they learn differently they must be treated respected at all times and not scolded.

,

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

y children from two different schools together will cause conflict and social problems just to name a few things. I

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep School	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Experience
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child

N/a

No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No

To many teachers changes

il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restrict As the state develops new staffing recommend

Yes Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ould be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
HC

Filter results by topic
Outcomes (Intent to Return)

Filter results by window
Fall 2025



Outcomes (Intent to Return)
% Positive, Fall 2025

58%

Outcomes (Intent to Return) Summary

Fall 2025



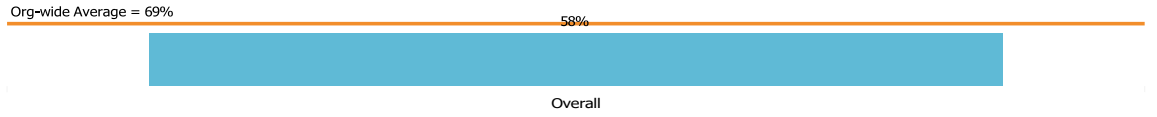
Difference from prior survey

-5% ↓

Results Comparison (Fall 2025)

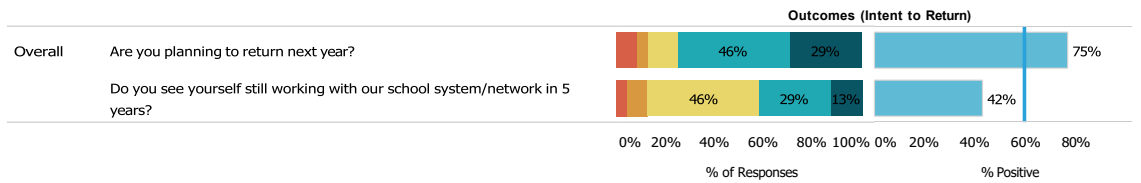
Disaggregate results by Overall

Add/remove disaggregations All



Outcomes (Intent to Return) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
HC

Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025

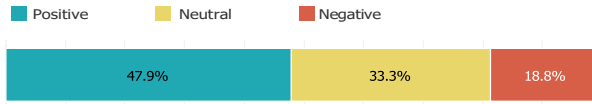


Outcomes (Satisfaction)
% Positive, Fall 2025

48%

Outcomes (Satisfaction) Summary

Fall 2025



Difference from prior survey

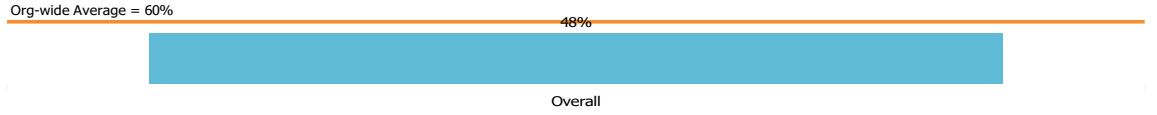
-15% ↓

Results Comparison (Fall 2025)

Disaggregate results by Overall

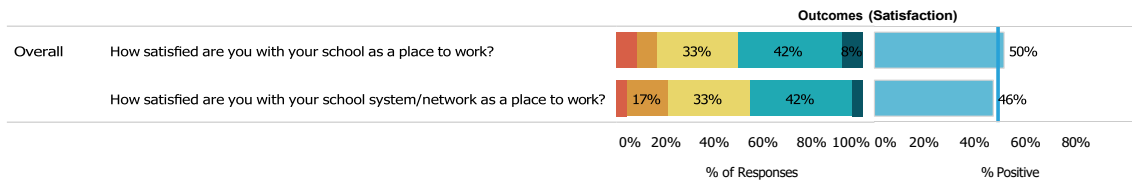
Add/remove disaggregations All

Org-wide Average = 60%



Outcomes (Satisfaction) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hollister Prep

CDS Code: 35-67470-0127688

School Year: 2026-27

LEA contact information:

Ami Ortiz

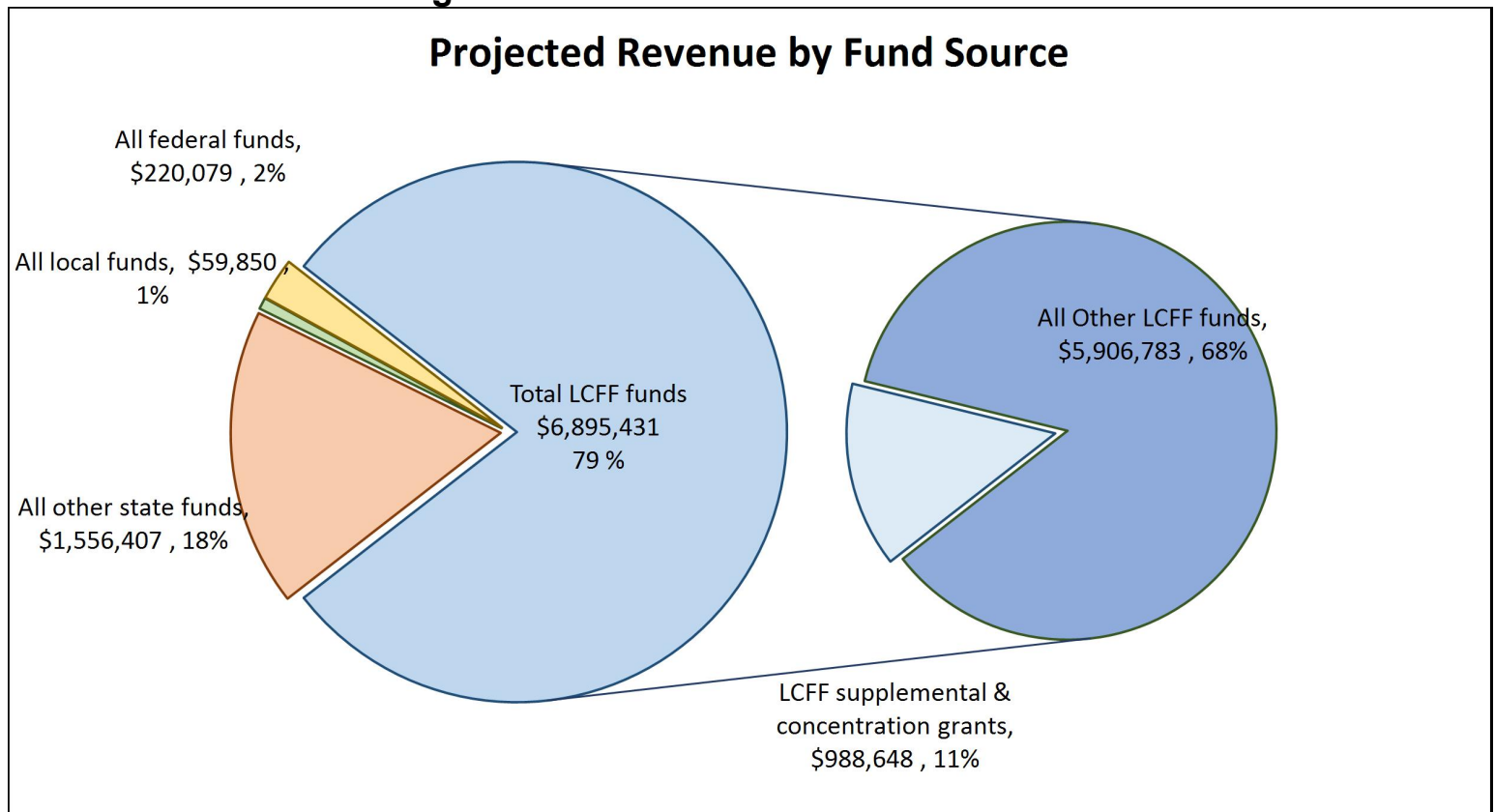
Director of Compliance & Operations

ami.ortiz@navigatorsschools.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).

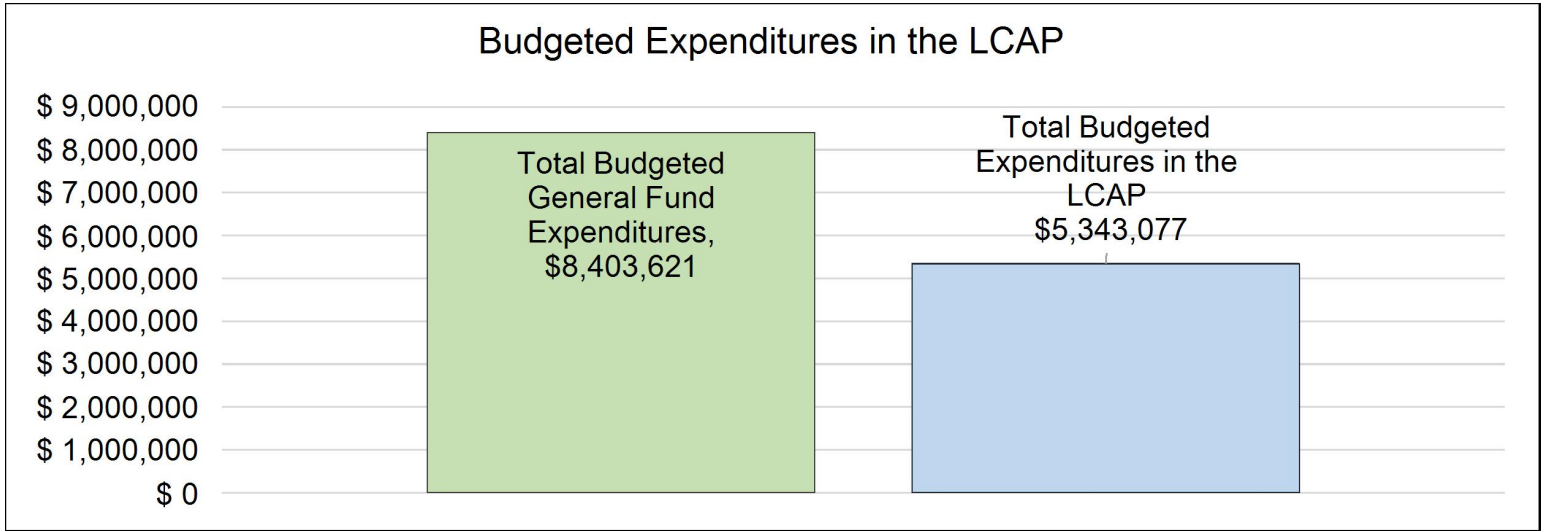
Budget Overview for the 2026-27 School Year



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 \$8,731,767, of which \$6895431 is Local Control Funding Formula (LCFF), \$1556407 is other state funds, \$59850 is local funds, and \$220079 is federal funds. Of the \$6895431 in LCFF Funds, \$988648 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 2026-27. 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 \$8403621 for the 2026-27 school year. Of that amount, \$5343077 is tied to actions/services in the LCAP and \$3,060,544 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operating expenses, CMO fee, Legal, professional development, district oversight, etc.

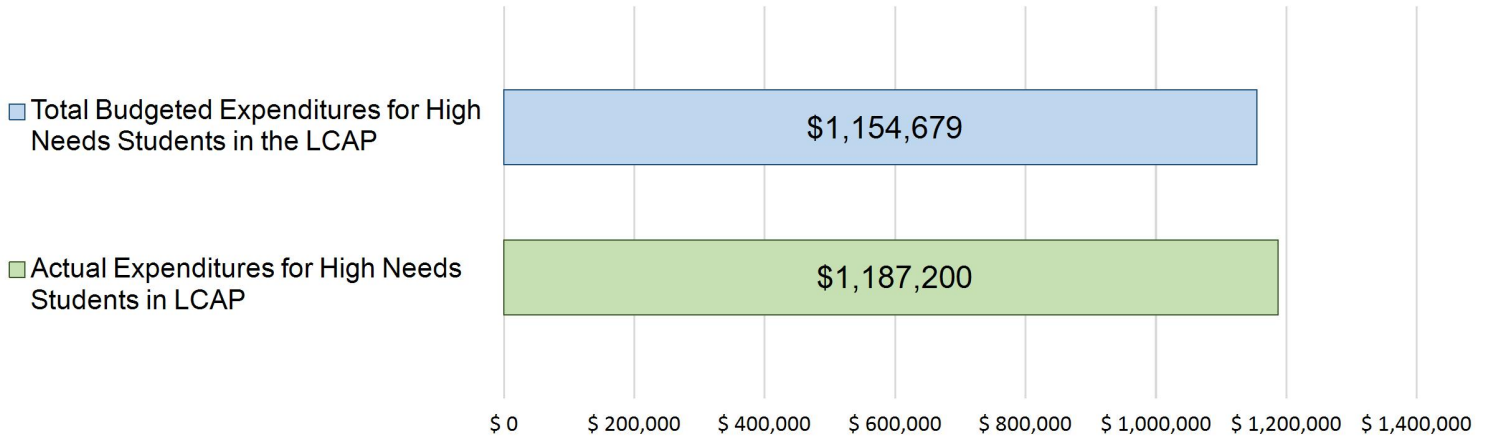
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Hollister Prep is projecting it will receive \$988648 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 \$1213939 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2026-27

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2026-27, Hollister Prep's LCAP budgeted \$1154679.00 for planned actions to increase or improve services for high needs students. Hollister Prep actually spent \$1187200 for actions to increase or improve services for high needs students in 2026-27.

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 [2026-27]

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 2025, 57.67% of HPS students met or exceeded standard in English Language Arts and 61.08% 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 540 students with the following demographics: 56% free or reduced-price lunch, 23.9% English language learners, and 16.7% special education. HPS students have varied ethnic backgrounds: 87.06% Hispanic or Latino, 7.45% White, 2.13% Asian, and 0.89% Two or More Races. HPS parents have various education levels: 7.9% graduate degree or more, 20.2% college degree, 22.9% some college or

associate's degree, 26.1% high school degree, and 23% no high school degree or did not answer. The City of Hollister has a population of approximately 45,000, 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 2025 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. As a testament to the hard work and focus on priorities, Hollister Prep earned a high designation on the dashboard this past year. HPS will still maintain focus on chronic absenteeism, social emotional learning supports, and wrap-around community engagement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Hollister Prep is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Hollister Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 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
	<p>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.</p>
<p>Parents</p>	<p>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).</p>
<p>Students</p>	<p>Students were surveyed in April 2024 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

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

The needs assessment, meetings with families, and focus groups of staff highlighted enrichment, electives, and basic needs support as areas of need. Student focus groups also asked for more opportunities to participate in clubs and electives. This has been addressed in Goal 2 with the ELOP programs. Additionally, the community schools support will also address these needs and is included in Goal 2.

Goals and Actions

Goal

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: 57.67% English Learners: 25% Low Income: 51.74% SWD: 22.22%	All Students: 76.4% English Learners: 60.2% Low Income: 72.0%	All Students: -10.33% English Learners: -12.20% Low Income: -14.36% SWD: -7.78%

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)	Hispanic: 56.19% White: 61.91%	Students with Disabilities: 41.3% Hispanic: 74.0% White: 88.0% (Source: 2022-23 SBAC caaspp-elpac.ets.org)	Hispanic: -9.31% White: -18.89%
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: 61.08% English Learners: 33.75% Low Income: 54.07% SWD: 26.67% Hispanic: 59.68% White: 66.67%	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: +7.88% English Learners: -13.95% Low Income: +4.07% SWD: +2.27% Hispanic: +8.18% White: +3.67%
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: 33.61% English Learners: 4.35% Low Income: 28.33% Asian: N/A SWD: 6.67% Hispanic: 31.48% White: N/A	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: -8.69% English Learners: -1.85% Low Income: +7.63% Asian: N/A SWD: +6.67% Hispanic: -5.72% 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	<p>ELPAC Summative:</p> <ul style="list-style-type: none"> % of students improving a level or maintaining Level 4 EL reclassification rate 	<p>% of students improving a level + maintaining Level 4: 43.0% (Source: California State Dashboard, 2023)</p> <p>% students reclassified fluent English proficient: 38.1% (Source: DataQuest, "Ever-ELs" by Years as EL and Reclassification Status and Grade, 2023-24, https://dq.cde.ca.gov/)</p>	<p>47% Making progress on English Language Proficiency (Data Year: 2023-2024)</p> <p>% students reclassified fluent English proficient: 38.5% (Data Year: 2024-2025)</p>	<p>50.8% Making progress on English Language Proficiency</p> <p>% students reclassified fluent English proficient: 38.5%</p>	<p>% 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/)</p>	<p>+3.80% Making progress on English Language Proficiency</p> <p>% students reclassified fluent English proficient: Maintained</p>
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%	100% (Source: Internal curriculum checklist)	0%
1.6	ELD: % of students with access to their own copies of standards-	100%	100% (Data Year: 2024-2025)	100%	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%	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%	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%	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%	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: 39% Out-of-Field: 6% Intern: 33% Ineffective: 22% Incomplete: 0%	Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE	Clear: +30% Out-of-Field: +6% Intern: +27.5% Ineffective: +22.5% Incomplete: 0%

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%	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%	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%	86%	80% (Source: Internal PD surveys)	-3.25%
1.15	Number of instances that classroom teachers	20 times annually	20 (Data Year: 2024-2025)	20	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 [2025-26]

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 2025–26 school year, Hollister Prep has demonstrated mixed 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. The school implemented all planned actions with fidelity, with no substantive difference between planned and actual implementation of actions. Comparison of Year 1 to Year 2 outcomes shows notable gains in mathematics and English Learner progress, alongside declines in English Language Arts and science, indicating a need to strengthen instructional coherence and impact across content areas.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching:

These three actions continue to form the foundation of Hollister Prep’s instructional model, integrating rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. From Year 1 to Year 2, students demonstrated strong growth in mathematics, with proficiency increasing from 53.2% to 61.08%, reflecting the effectiveness of Tier 1 instruction, MTSS-aligned interventions, and data-driven small group instruction. Gains were observed across multiple student groups, including Hispanic students, Low Income students, and Students with Disabilities. Additionally, English Learner progress toward proficiency increased, indicating positive momentum in ELD implementation. However, ELA outcomes declined from 68% to 57.67%, and science performance also decreased, suggesting that while systems are in place, they are not yet consistently driving strong outcomes across all subjects. Continued refinement of literacy and science instruction will be critical.

Action 1.3 Teacher Hiring and Credentialing:

Hollister Prep maintained a rigorous, multi-step hiring process, ensuring that all instructional staff completed application screening, interviews, performance tasks, and reference checks. While these systems remain strong, Year 2 data reflects shifts in credentialing, including a decrease in fully credentialed teachers and an increase in intern and out-of-field teachers. This shift highlights the importance of strengthening recruitment, onboarding, and support systems to maintain instructional consistency and quality.

Action 1.4 Supports for Students with Disabilities:

Services for students with disabilities continued through a push-in and pull-out model, providing small group and individualized instruction aligned to each student’s learning goals. From Year 1 to Year 2, Students with Disabilities demonstrated improvement in mathematics, reflecting the impact of targeted supports and increased access to grade-level content. However, declines in ELA performance indicate a need to strengthen literacy supports and alignment between general education and specialized instruction.

Action 1.5 English Learner Instruction:

The ELD Lead continued to support program implementation, ensuring alignment to ELD standards and overseeing regular benchmark assessments and progress monitoring. Long-Term English Learners (LTELs) remained a focus group, receiving targeted supports and ongoing monitoring. From Year 1 to Year 2, English Learner progress toward proficiency increased (47% to 50.8%), indicating that ELD systems are beginning to show positive impact. Continued focus on integrating language development within core instruction will be essential to sustaining and accelerating this progress.

Action 1.7 Professional Development:

Robust and ongoing professional development continued to support high-quality instruction and student-centered learning. Teachers engaged in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. While participation and implementation remained strong, teacher perception of PD effectiveness decreased slightly, indicating an opportunity to more tightly align professional learning to the highest-leverage instructional practices, particularly in literacy and differentiation. Regular PLCs, personalized growth goals, and coaching cycles continue to provide a strong foundation for improving instructional 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 1.3 is under budget by a material amount due to moving all Human Resource cost to the CMO instead of the site budgets. Action 1.4 is under budget due to having open positions for most or all of the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 at Hollister Prep have been partially effective in advancing progress toward the goal, with clear strengths in mathematics achievement and English Learner progress alongside areas requiring continued focus. From Year 1 to Year 2, the school demonstrated strong gains in mathematics proficiency (53.2% to 61.08%), including growth across multiple student groups such as Hispanic students, Low Income students, and Students with Disabilities, indicating that standards-aligned instruction, MTSS-aligned interventions, and consistent coaching are having a positive impact. Additionally, English Learner progress toward proficiency increased (47% to 50.8%), suggesting that ELD systems, including designated instruction and progress monitoring, are beginning to support improved language acquisition.

At the same time, actions have been inconsistently effective in English Language Arts and science, where student outcomes declined from Year 1 to Year 2, including a decrease in ELA proficiency from 68% to 57.67%. These results indicate that, while instructional systems and supports are in place, they are not yet consistently translating into strong outcomes across all content areas. While foundational systems—such as access to instructional materials, implementation of curriculum, and coaching cycles—remain strong, professional development and coaching will need to be more tightly aligned to high-leverage instructional practices, particularly in literacy and differentiation, to ensure more consistent and accelerated student achievement.

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.

Based on reflection of Year 1 and Year 2 outcomes, Hollister Prep will make targeted refinements to strengthen the effectiveness of Goal 1 actions while maintaining the overall goal, metrics, and target outcomes. Building on strong gains in mathematics and English Learner progress, the school will continue to invest in effective practices such as standards-aligned instruction, data-driven intervention, and consistent coaching cycles. To further accelerate progress, the school will place an increased emphasis on strengthening Tier 1 literacy instruction, including tighter alignment to priority standards, more frequent interim assessments, and clearer instructional routines to support reading comprehension and writing across grade levels. Additional focus will also be placed on strengthening science instruction through improved alignment to standards and increased emphasis on rigorous, grade-level tasks.

To ensure continued growth for all student groups, the school will deepen implementation of English Language Development (ELD) by strengthening the integration of language objectives across content areas and maintaining strong progress monitoring systems. Supports for Students with Disabilities will be refined through increased alignment between core instruction and targeted interventions, particularly in literacy. Professional development and coaching will be more tightly focused on high-leverage instructional practices, including literacy, ELD integration, and differentiation, to ensure strong transfer to classroom instruction. These adjustments are designed to build on existing strengths, enhance instructional coherence, and ensure that current systems more consistently drive improved student outcomes across all content areas.

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 	\$2,202,844.00	No

Action #	Title	Description	Total Funds	Contributing
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) 	\$685,688.00	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 	\$100.00	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	\$611,232.00	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 	\$124,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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 • 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>		
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 	\$36,995.00	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 	\$515,372.00	Yes
1.8	Student Support with LREBG Funds	1 small group instructor	\$61,989.00	No

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	93% of parents feel their school provides resources (Source: Annual Parent Survey, April 2026)	70% of parents answer a 4 or 5 on 5-point scale	N/A
2.2	Student Survey: % indicating satisfaction	93% agree that they felt safe at school, 72% feel	96% (Data Year: 2024-2025)	94% agree that they felt safe at school, 86% feel	93% agree that they felt safe at school, 72% feel	

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 HPS most or all of the time (Source: CORE SEL Survey, Spring 2024)		proud to belong to HPS most or all of the time	proud to belong to 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% (Source: California Dashboard, 2024)	All Students: 2.9% English Learners: 3% Low Income: 3.3% SWD: 2.1% Hispanic: 3.2% White: 2.2%	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: +1% English Learners: +2.4% Low Income: +1.9% SWD: -0.4% Hispanic: +1.3% White: Maintained
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%	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)	96.05%	96%	-.12%

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: 11% English Learners: 10.1% Low Income: 14.5% SWD: 22.3% Hispanic: 11.5% White: 8.9% LTEL: N/A	All Students: <10% English Learners: <10% Low Income: <10% Students with Disabilities: <10% Hispanic: <10% White: <10%	All Students: -.3% English Learners: -.3% Low Income: -9.7% SWD: +8.69% Hispanic: -.2% White: +.4% LTEL: N/A
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2024-2025)	0%	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	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% of parents feel their child is safe and supported on campus and 96% are satisfied with their child's academic results.	98% of parents feel their child is safe and supported on campus, and 85% are satisfied with their child's academic results.	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% parents feel their child is safe and supported on campus and 0% satisfied with their child's academic results.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Source: Annual Parent Survey, April 2026)	(Source: Annual Parent Survey)	
2.10	Parent Survey: % who feel engaged in decision-making	Not previously measured	94% of parents who feel engaged in decision-making	91% feel engaged in decision making (Source: Annual Parent Survey, April 2026)	70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	94% of parents who feel engaged in decision-making

Goal Analysis [2025-26]

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.

Action 2.4 is under budget by a material amount due to staffing the afterschool ELOP program instead of using an outside agency.

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 	\$57,046.00	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. 	\$12,879.00	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 	\$733,623.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 	\$242,853.00	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% 	\$58,146.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$988648	\$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
14.338%	0.000%	\$0.00	14.338%

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 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>
<p>1.5</p>	<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
<p>1.7</p>	<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>	<p>Instructional and administrative staff face unique challenges with today’s student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3</p>	<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
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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

2026-27 Total Planned 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	\$6895431	988648	14.338%	0.000%	14.338%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,059,718.00	\$1,283,359.00	\$0.00	\$0.00	\$5,343,077.00	\$4,000,294.00	\$1,342,783.00

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	\$2,041,180.00	\$161,664.00	\$2,202,844.00				\$2,202,844.00	
1	1.2	Interventions	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$685,688.00	\$0.00	\$685,688.00				\$685,688.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$100.00	\$100.00				\$100.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$361,232.00	\$250,000.00	\$250,000.00	\$361,232.00			\$611,232.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$124,310.00	\$0.00		\$124,310.00			\$124,310.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$0.00	\$36,995.00	\$36,995.00				\$36,995.00	
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	\$515,372.00	\$0.00	\$515,372.00				\$515,372.00	
1	1.8	Student Support with LREBG Funds	All	No					\$61,989.00	\$0.00		\$61,989.00			\$61,989.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$54,841.00	\$2,205.00	\$54,841.00	\$2,205.00			\$57,046.00	
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	\$0.00	\$12,879.00	\$12,879.00				\$12,879.00	

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	2.4	Student activities	All	No			All Schools	Ongoing	\$70,438.00	\$663,185.00		\$733,623.00			\$733,623.00	
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$85,244.00	\$157,609.00	\$242,853.00				\$242,853.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$0.00	\$58,146.00	\$58,146.00				\$58,146.00	

2026-27 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
\$6895431	988648	14.338%	0.000%	14.338%	\$1,213,939.00	0.000%	17.605 %	Total:	\$1,213,939.00
								LEA-wide Total:	\$1,213,939.00
								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	\$685,688.00	
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	\$515,372.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,879.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,168,491.00	\$4,895,700.00

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	\$1,470,470.00	1,563,210
1	1.2	Interventions	Yes	\$920,916.00	916350
1	1.3	Teacher hiring and credentialing	No	\$8,033.00	100
1	1.4	Supports for students with disabilities	No	\$687,768.00	589472
1	1.5	English learner instruction	Yes	\$37,500.00	37521
1	1.6	Professional development	No	\$243,709.00	239562
1	1.7	Teacher coaching and supervision	Yes	\$113,788.00	115806
2	2.1	Family engagement in school policies and decision-making	No	\$47,300.00	43341
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$119,975.00	117523
2	2.4	Student activities	No	\$504,278.00	275661

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	\$884,353.00	865251
2	2.6	Chronic absenteeism support	No	\$130,401.00	131903

2025-26 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)
988648	\$1,154,679.00	\$1,187,200.00	(\$32,521.00)	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	\$920,916.00	916350		
1	1.5	English learner instruction	Yes		37521		
1	1.7	Teacher coaching and supervision	Yes	\$113,788.00	115806		
2	2.3	Social-emotional learning	Yes	\$119,975.00	117523		

2025-26 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)
\$6895431	988648	0	14.338%	\$1,187,200.00	0.000%	17.217%	\$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo

4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:27:49	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:47:37	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo

4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:03:34	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:14:41	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 21:25:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:31:17	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:36:30	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:38:21	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:41:09	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 22:43:35	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 0:31:23	Watsonville Prep School	Disagree/ En desacuerdo
4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
4/7/2026 15:12:38	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 15:13:29	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 9:51:16	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:51:21	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:51:38	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:51:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo

4/10/2026 9:52:29	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 9:52:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:45	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:49	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:06	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:10	Hollister Prep School	Agree/ De acuerdo
4/10/2026 9:53:11	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:24	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 9:53:26	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 9:53:37	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:54:01	Gilroy Prep School	Disagree/ En desacuerdo
4/10/2026 9:54:56	Hollister Prep School	Agree/ De acuerdo
4/10/2026 9:55:23	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 9:55:48	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:55:48	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:58:27	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:59:30	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:59:40	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:00:01	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:01:09	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:01:45	Hollister Prep School	Agree/ De acuerdo
4/10/2026 10:06:36	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:10:06	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 10:11:04	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:12:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:16:12	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:18:05	Hollister Prep School	Disagree/ En desacuerdo

4/10/2026 10:20:15	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 10:26:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:14:37	Hollister Prep School	Disagree/ En desacuerdo
4/10/2026 11:18:01	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:24:11	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 11:33:44	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 11:34:23	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:34:28	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:46:54	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 11:48:13	Hollister Prep School	Agree/ De acuerdo
4/10/2026 11:59:02	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/10/2026 12:12:54	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Strongly Agree / Totalmente de acuerdo	Agreed
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because I believe we have capable staff and th
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answerec
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Agree/ De acuerdo	None
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Agree/ De acuerdo	Because my kid loves going to school and learr
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Disagree/ En desacuerdo	There are no programs to support families any
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Agree/ De acuerdo	I feel like a lot of care is taken on the educati
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parent:
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenas
Agree/ De acuerdo	Z
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Agree/ De acuerdo	Because I have had a child in your school for t
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	I believe the school does an overall good job th
Agree/ De acuerdo	There needs to be more communication from t
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Buena escuela
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with cc
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Agree/ De acuerdo	Experience
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very ei
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree

Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	My children's teachers communicate regularly c
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Personally, some situations have happened wh
Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustarí
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Agree/ De acuerdo	there is always more that could be done at eve
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. It
Agree/ De acuerdo	HPS is a great school!
Agree/ De acuerdo	I was not happy with how an investigation was

Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	Communication from school/staff needs to be i
Agree/ De acuerdo	The reason I put disagree for my child feeling s
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	I disagree with the statement that my child is sa
Agree/ De acuerdo	Porque todo es verdadero
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Agree/ De acuerdo	n/a
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier
Agree/ De acuerdo	Parent square is the unique convenience for m
Disagree/ En desacuerdo	I would like more insight on future staffing for th
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	There is always room for improvement
Agree/ De acuerdo	satisfied so far; always room to improve
Strongly Agree / Totalmente de acuerdo	.
Strongly Agree / Totalmente de acuerdo	Great enviroment for my kids to study
Agree/ De acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	The teachers and staff go above and beyond.

Agree/ De acuerdo	De acuerdo en todo
Strongly Agree / Totalmente de acuerdo	I am very satisfied with Hayward Collegiate. My
Strongly Agree / Totalmente de acuerdo	The results may be his own fault by not wanting
Agree/ De acuerdo	Mh
Strongly Agree / Totalmente de acuerdo	We saw the improvement in our child daily
Agree/ De acuerdo	There seems to be a lot of PTO and town hall n
Agree/ De acuerdo	Solo quiero agradecer por la educación de mis
Strongly Agree / Totalmente de acuerdo	On. Academic we feel not really involved in wh
	Solo cuando tengo la oportunidad
Disagree/ En desacuerdo	Na
Strongly Agree / Totalmente de acuerdo	creo yo que es una muy buena escuela
Strongly Agree / Totalmente de acuerdo	I believe my children have not been in a situati
Disagree/ En desacuerdo	I have had to convince my daughter to go to sc
Agree/ De acuerdo	I am over all happy with HSP. Great school gre
Strongly Agree / Totalmente de acuerdo	Es mejor
Strongly Agree / Totalmente de acuerdo	3 of my kids attend gilroy prep and these few y
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicati
Strongly Agree / Totalmente de acuerdo	Our family has been apart of Hayward Collegia
Strongly Agree / Totalmente de acuerdo	Our experience at Hollister Prep School has be
Agree/ De acuerdo	Me encanta la escuela para mis hijos
Strongly Agree / Totalmente de acuerdo	Great school, great teachers, staff are friendly
Agree/ De acuerdo	N/a
Disagree/ En desacuerdo	I feel I'm told by staff things are well, but when
Strongly Agree / Totalmente de acuerdo	I have volunteered during events at school and
Agree/ De acuerdo	Porque estoy satisfecha con el plantel estudiar
Agree/ De acuerdo	The school always sends out community and s
Strongly Agree / Totalmente de acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	We love our school
Agree/ De acuerdo	I cannot say I believe my child is safe because

Disagree/ En desacuerdo	School does not have sufficient security. Visitor
Strongly Agree / Totalmente de acuerdo	Because parents and teachers regularly interact
Agree/ De acuerdo	Estoy de acuerdo referente a lo académico de
Agree/ De acuerdo	Creo que unas que otras estoy demasiado acu
Disagree/ En desacuerdo	Por qué es lo que yo veo en la escuela
Agree/ De acuerdo	We have 2 students at the school. Both have e
Strongly Agree / Totalmente de acuerdo	Me siento muy satisfecha con la escuela
Agree/ De acuerdo	They always inform us about things going on w
Agree/ De acuerdo	Creo que tanto el personal de la escuela como
Agree/ De acuerdo	I have not had any bad experiences with the sc
Strongly Disagree/ Totalmente en desacuerdo	Lo puedo ver en mis hijos van con mucha Alge
Disagree/ En desacuerdo	My daughter struggled with certain classes and

Is there anything else you would like to share v How has the current staffing level in your child?

Na

N/a

No

continuous improvement on belonging and inclusion among students and staff.

Good

ncion a las necesidades de nuestro estudiantes Muy bien

No

Na

uld be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary scho

No sería todo

I think the kids need enrichment. They sit for tc No

Si algo que tengo una inquietud es cuando los Bien

ey give all they can do for our children development and give parents the opportunity to be inv

year attending and the parent to school engagement is spectacular! I absolutely love how infor

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward My daughter can access her education becaus

no

No

portunities

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

time outside of school hours.

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

s Han trabajado muy bien con ellos me gustado l

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

as en a escuela pero hay algunas que podrian mejorar.

What is the school doing for the students for or I like the staffing level

A note about "academic results" question: I wo My child only recently has been granted a 504

A tiend3n muy bién a los niños

I think that parents should be informed when a It has not

No N/A

The after-school program and break camps ar While the impact may not yet be evident, it is ir

No mucho

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

Not enough credentialed teachers to help teachers without.

NA NA

NA NA

an awesome job with education and taking take great. They pay attention to little detail on my c
rol.

Thank you for all you do.

The drop off and pick up situation at gilroy prep is very concerning. Parents are impatient, it be
suited

No To many teachers changes

Mi hijo Jeison Martinez está muy contento est Q está aprendiendo mucho

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha
resources to its families. For this reason, I have very happy with GPS in the categories mentione

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th
il school and support family's with helpful sources inside and out and when it comes to my child

Students should not teach each other. None

Good

NA

NA

No

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreación N/A

No

Muy bien

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

No

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

I wish the school offered music and arts. Esper Not sure

do entrada y salida en la escuela .

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

Gilroy prep really need to hire more yard duty staff.

itando

escuela

Si es apropiado para los estudiantes

be more safer

very good

No

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

None at this time

NA

School needs more support with staff and fundraiser opportunities.

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m

We feel that the school should provide the proç Not having the correct staff definitely impacts o

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th

There needs to be better staff training and con: For my 8th grade son the answer is No. I am c

ded for my children.

N/A

We are dissatisfied with the new principal as hç The case manager is not effective remotely and

n/a

N/a

It is very important for the students to have out N/A

school due to ParentSquare and Thursday folders with newsletters.

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop

No

Why do we only have one in person teacher cc The on going support from an FFI play an impc

Previously apparently there used to be weekly TK classroom does not seem to have a perman

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

If we can make a change to the food vendor, always the same meals and quality.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

na

No

No

No

No

y kids are safe and enjoying while learning in this school

g to complete his work but I also believe the tea Fine

Nj

Great

N/a

meetings available for parents who are able to attend to give their input.

: hijos

Buena

No at the moment

None

Not aware of that program

on where I believe they have been unsafe. The teachers communicate with me about any situa

Disappointed on the process of investigating incidents is very one sided.

at campus great staff and my sons academic results are outstanding

Bien

rs have been a great experience.

n on their part as well as professionalism. Teachers have been very involved in the succe

We are grateful for a charter elementary in our community

æen a delight

Todo está bien

Muy bien

Im happy with having my boys come here I feel maybe its alot for the staff and teachers v

No

Good

I question my child there's much I don't hear from staff about.

Highly recommend this school to anyone .

No

Bien creo estan en el nivel apropiado

The front office seems to always be overwhelmed and unwelcoming to its students.

Start looking into who you're hiring better and ask children for their opinions on their teacher be

r gate is often left ajar or held open for others walking by.

I would like to formally suggest increasing extracurricular activities within the school program. (

No Se le ah hecho un poco complicado a mi hijo, p

No

Creo que es profesional

While we have not been in the classroom, we ε N/A

within the school and how we can be a part of them.

los estudiantes hacen lo mejor que se puede y eso lo agradezco muchísimo.

No

Muy Amiga le el director

l says she doesn't get the help she needs.

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Yes Steady teacher. S

N/A Ensure students are taught and prepared to co-

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

Na Na

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

Todo bien Revisar los baños que uno no tenia pasador

olved in everything that helps our students to accomplish their goals.

med the parents are of our child daily school life. Its very comforting.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer

Ninguno Todo muy bien

arten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

los resultados que hemos tenido

N/A

N/A

1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often. More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

N/a

N/a

To feel more confident about my child's inclusi The most critical factor for Navigator to consider Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

Accountability

NA

NA

NA

NA

I think the system they have works great anything that will help on the education of my c

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Na

NA

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc
ive met Mohammed during one of his outreach events, that is how we learned about the school
ed above.

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude
d academic they always are on top when he needs help or stay on track.

Teacher teaching more and more interaction w	Teacher reading with kids
No changes. Keep up the good work.	Qualified and experienced support staff
NA	NA
To have a few more staff in class to help the st	
Help with reading.	
I have no concerns about my children being in	Ensure they have access to regular interventio
N/a	N/a
N/A	N/A
Estoy satisfecho	Estoy satisfecho
Smaller class sizes	Smaller class sizes
ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
1 grader and his middle school years.	
Bringing back enrichment and add tutoring	Bringing back enrichment and tutoring
Again the class size and space per student in the current facility is challenging.	
g and supportive during this time. They communicated well with us and were very compassionate	
Si	
nothing	none
with the accusing student, I feel like the investigation was completely one sided and the principa	

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ac

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

The staff would benefit from further training. It i That All children have access to sufficient reso

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con

Following IEP and the way they speak to my cl To talk to them and treat them with respect and

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A

N/A

Less students in the classroom so the teachers 1.1 reading teachers

More teachers.

The number of students in class which will influ

Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

N/A

Adequate staffing to student ratio

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an

teachers and how little us parents are kept in the loop on our child's education and progress. W

na

na

None

More tutoring

Good

We needs more teachers and or helper per cla Not enough teachers

Asta hora todo bien

Todo bien

I guess

More interaction with the parents

I feel like the class is way too crowded. More s Staff with experience.

itions

Si

Más supervisiones

None I can think of

Teachers that are supportive, professional, emp

A mi me gusta el salón de mi hijo

Para mí todo está bien

If parents were a little more involved in the curr Keep strong communication between behaviors

Unsure

Unsure

Empathy and patience with compassion

Ningun cambio la atencion del personal a los e Solo creo se necesita mas personal para ayude

ecause a lot of Mr. Dickersons previous students could've told you all something was off too. TI

Currently, reliance on after-school activities places a time and financial burden on parents. Inco

Que le tengas un poco de más paciencia Escritura

Me gustaría que tú vieran más cuidado con la vestimenta de los jovencitos

N/A N/A

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

-create welcoming and inclusive environments so all students experience school in a positive a
ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

zations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay niñ

This is not doable under 1 teacher

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

er is ensuring that staffing levels allow for individualized support for students with diverse learnin

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

children and their safety

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

uela

I and ultimately decided to join the school.

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wh
urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh
mplete homework and to prepare for testing.

J understanding. Staff needs a lot of training and patience.

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

ence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

rd having situations that come up they can not get to each child. More support more teachers w

/e have to message the teachers but they don't respond and if they do all I get is vague informa

pathetic, and are able to express various ways of teaching class materials.

s when my kids may act out, so i can talk to my kids. I like the structure this school has

ar en el cuidado de los estudiantes en la hora de los recesos y lonche

here is just so much that is swept under the rug at this school. Do better.

orporating such activities during school hours would better support students' overall developmer

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

and supportive manner.

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your peer who were in the same situation as you and it was a little bit more of a small

the whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

ese gaps!

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

¡jorado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

at scholars can do and not on what they can't.

would be well-suited to support their needs!

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

with patience and perhaps more understanding instead of alienating the problem. More support to the students w

ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

nt and provide equal opportunities for all.Thanks

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

ido mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at the

encia muy positiva para nosotros.

Don't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

Who need help just because they learn differently they must be treated respected at all times and not scolded.

,

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

Anna and Mr. Al, they are all so professional and personable.

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

g children from two different schools together will cause conflict and social problems just to name a few things. I

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

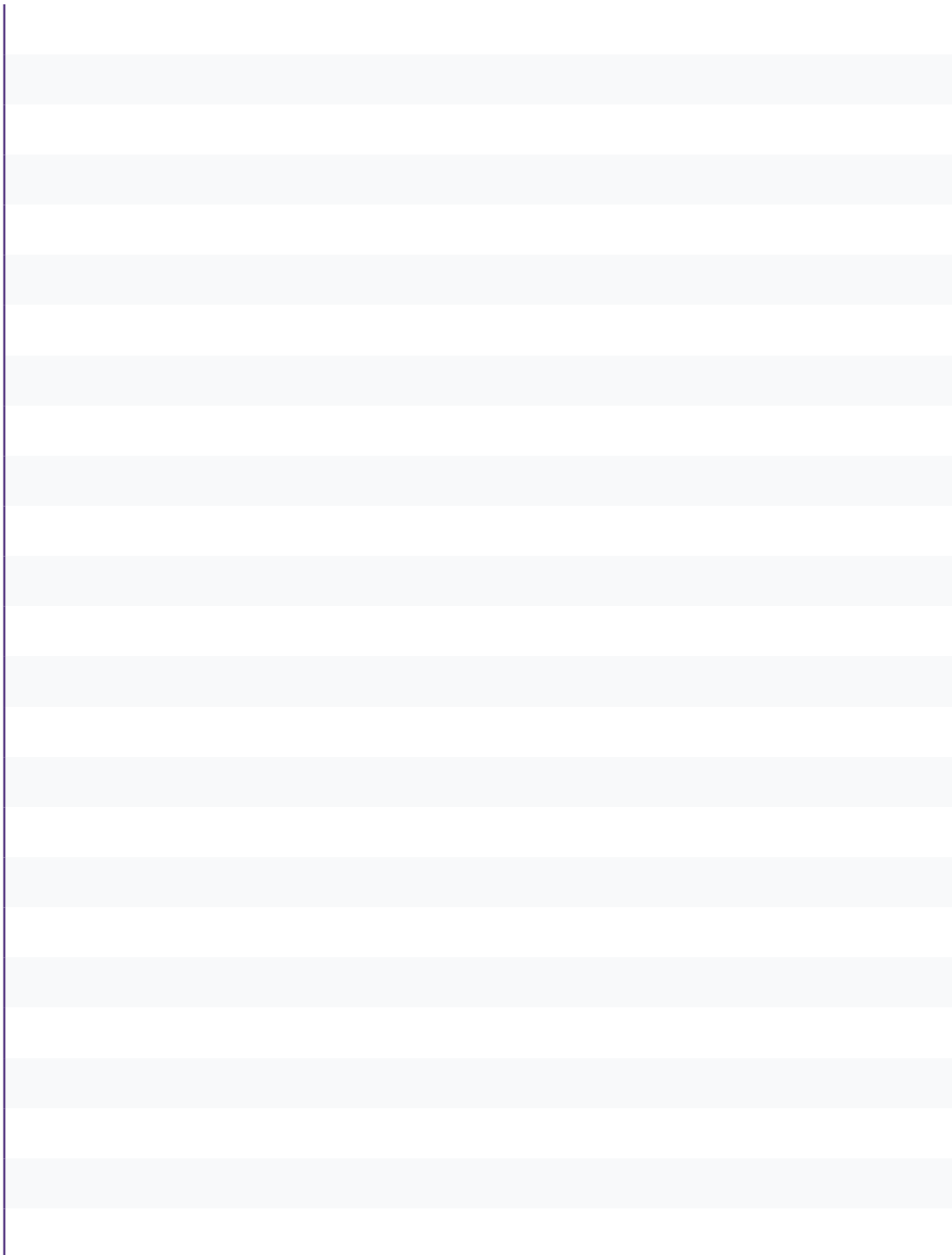
e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

at in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:49	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:14:41	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 15:12:38	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 15:13:29	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo



A large rectangular area of the page is redacted, consisting of approximately 15 horizontal grey bars stacked vertically, completely obscuring any text or content that might have been there.

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Disagree/ En desacuerdo	There are no programs to support families any
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buen
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for t
Agree/ De acuerdo	I believe the school does an overall good job th
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Agree/ De acuerdo	My kids are doing great after going to this scho
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	there is always more that could be done at eve
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. If
Agree/ De acuerdo	I was not happy with how an investigation was

Disagree/ En desacuerdo	Communication from school/staff needs to be improved
Agree/ De acuerdo	The reason I put disagree for my child feeling safe is because of the communication from the school.
Agree/ De acuerdo	I disagree with the statement that my child is safe there because of the communication from the school.
Agree/ De acuerdo	Porque todo es verdadero
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Parent square is the unique convenience for me
Agree/ De acuerdo	I feel confident that my child is safe there because of the communication from the school.
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen atención a los detalles.
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learning
	Muy buenas escuela y mi hija tiene una excelente comunicación con los maestros.
	Apoyando para seguir mejorando..
	There needs to be more communication from the school.
	Report cards have been incomplete for 1st grade
	I'm happy with school and the teacher they do a great job.
	Open communication and transparency with communication from the school.
	Everyone at Hayward Collegiate seems very engaged and caring.
	The school is family oriented.
	Estoy muy contenta con la experiencia en la escuela.
	Resources aren't always available. If it is, it isn't always the best.
	For the most part, my child has a great teacher
	I would like more insight on future staffing for the school.
	Na
	Agreed
	I believe when my student is struggling, it should be addressed.
	I was honest with my answers

I believe I have the opportunity to voice my opi

Because I believe we have capable staff and th

I am not happy about middle school moving loc

My questions or concerns are always answerec

HPS is only concerned with boosting there test

None

Happy with our experience at HPS.

Respecto a la pregunta de seguridad me preoc

I feel like a lot of care is taken on the educatio

La ayuda academica y los resultados se demu

Overall, leadership does great including parent

Es muy buena escuela

Buena escuela

NA

NA

I have never had an issue with the school

I have seen my sons immensely grow in their a

N/a

I agree

NA

My children's teachers communicate regularly

Love the school for my children and academics

Casi Siempre an trabajado con gran esfuerzo

Personally, some situations have happened wh

I feel my son has been doing very well at HPS.

Creo que todo está bien, solamente me gustarí

I love the staff that helps my son, the amount o

Their is a lot of bullying happening with no real

Great staff, the class size is a burden for all.

Algunas veces falta poner más atención a los e

My child was recently on independent study. M

Porque mi hijo si está agusto estudiando en la

Por qué es una escuela con un sistema educat

HPS is a great school!

HPS communicates early and often on updates

HPS is a great school with awesome admin, st

Feel that more individualized instruction is need

n/a

I feel pretty informed about what's going on at s

I feel the amount of individual time spent on tak

There has been much worr of mouth about bull

There is always room for improvement

N/a

Very satisfied with our school.

Porque estoy de acuerdo con lo que conteste

There's no one who answers shark club. I have

At Watsonville Prep, parents rarely receive dire

Experience

I believe Watsonville prep school is a wonderfu

Me gusta la Wps por Los Altos grados de los a

No hay mucha ayuda para lo que están pregun

During the IEP we were not afforded the prope

I would like for students have a 1.1 reading tea

Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child's

continuous improvement on belonging and inclusion among students and staff.

No

Na

No sería todo

year attending and the parent to school engagement is spectacular! I absolutely love how infor opportunities

time outside of school hours.

s Han trabajado muy bien con ellos me gustado l as en a escuela pero hay algunas que podrian mejorar.

A note about "academic results" question: I wo My child only recently has been granted a 504

I think that parents should be informed when a It has not

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

rol.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be suited

Mi hijo Jeison Martinez está muy contento estu Q está aprendiendo mucho

resources to its families. For this reason, I have very happy with GPS in the categories mentione

Students should not teach each other.

None

Good

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

No

Muy bien

No

do entrada y salida en la escuela .

Gilroy prep really need to hire more yard duty staff.

be more safer

very good

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th
There needs to be better staff training and con: For my 8th grade son the answer is No. I am c
N/A

N/a

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop
Why do we only have one in person teacher cc The on going support from an FFI play an impac
If we can make a change to the food vendor, always the same meals and quality.

na

ncion a las necesidades de nuestro estudiantes Muy bien
Si algo que tengo una inquietud es cuando los Bien
ns many things that are hard for me to teach at home
Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.
an awesome job with education and taking take great. They pay attention to little detail on my c
Thank you for all you do.
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du
School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and
Previously apparently there used to be weekly TK classroom does not seem to have a perman

Na

Good

ld be brought to the parents attention not wait f no negative impact
I believe going forward that for students need r I think the staffing level in the elementary scho

I think the kids need enrichment. They sit for to No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward; My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreaciór N/A

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Espe; Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

N/a No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No To many teachers changes

Il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

N/A Ensure students are taught and prepared to co

Na Na

med the parents are of our child daily school life. Its very comforting.

los resultados que hemos tenido

More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc

ad above.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

To have a few more staff in class to help the st Help with reading.

Estoy satisfecho Estoy satisfecho

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con
 Following IEP and the way they speak to my cl To talk to them and treat them with respect and

N/A	N/A
More teachers.	The number of students in class which will influ
Teacher involvement with goals - coordinate pr	Due to safety concerns, limited speech student

na	na
Todo bien	Revisar los baños que uno no tenia pasador

Ninguno	Todo muy bien
N/a	N/a

	Accountability
I think the system they have works great	anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envii	My child is in special education and is being pu
N/A	Adequate staffing to student ratio

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve€ Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment	Enrichment
Involved in everything that helps our students to accomplish their goals.	
Two sgi for each grade	I am not happy about middle school moving loc
Adding an aid in each class vs sharing aids	Tier system aren't working
¿Cuántas maestras una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión	
N/A	N/A
Que aprendan mas sibteblas diferentes necesi	Es buena eacuela pero se enfocan mas ennlos
NA	NA
NA	NA
I am perfectly satisfied of the structure of the te	To continue to educate and challenge the stude
NA	NA
I have no concerns about my children being inc	Ensure they have access to regular interventio
N/a	N/a
N/A	N/A
Smaller class sizes	Smaller class sizes
que lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
1 grader and his middle school years.	
Bringing back enrichment and add tutoring	Bringing back enrichment and tutoring
Again the class size and space per student in the current facility is challenging.	

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers and
teachers and how little us parents are kept in the loop on our child's education and progress. W

Yes

Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na

NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe
-create welcoming and inclusive environments so all students experience school in a positive a

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

:uela

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

complete homework and to prepare for testing.

and understanding. Staff needs a lot of training and patience.

hence the teachers ability to understand and attend to individual students needs.

It needs on going support to success in a LRS.

children and their safety

I and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

ations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay nif

s niños con autismo y reciben sientoy mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me,

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

id having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**
and supportive manner.

ese gaps!

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡jorado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
attention. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ould be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

the problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at the

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

who need help just because they learn differently they must be treated respected at all times and not scolded.

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

; until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

j children from two different schools together will cause conflict and social problems just to name a few things. I

at in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen atenc
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
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No

N/A

Not enough credentialed teachers to help teachers without.

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Thank you for all you do.

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

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We are dissatisfied with the new principal as h The case manager is not effective remotely and

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Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a

Accountability

I think the system they have works great anything that will help on the education of my c

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In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on ε

site to connect with students. The remote services isn't the same. I think the school can support the students sc

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

e it is an in-person school to have in-person connections. Please invest in in-person services.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:47:37	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:03:34	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:25:22	Hollister Prep School	Agree/ De acuerdo

4/6/2026 21:31:17	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:36:30	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:38:21	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:41:09	Hollister Prep School	Agree/ De acuerdo
4/6/2026 22:43:35	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it should
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opinion
Agree/ De acuerdo	Because I believe we have capable staff and the
Disagree/ En desacuerdo	I am not happy about middle school moving location
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answered
Disagree/ En desacuerdo	HPS is only concerned with boosting their test
Agree/ De acuerdo	None
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preocup
Agree/ De acuerdo	I feel like a lot of care is taken on the education
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demue
Agree/ De acuerdo	Overall, leadership does great including parent
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	Buena escuela
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree
Strongly Agree / Totalmente de acuerdo	NA
Agree/ De acuerdo	My children's teachers communicate regularly
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Personally, some situations have happened wh

Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustaría
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Agree/ De acuerdo	HPS is a great school!
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	n/a
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	There is always room for improvement

Is there anything else you would like to share v How has the current staffing level in your child?

Na

Good

ould be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary schoo

I think the kids need enrichment. They sit for tc No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly towardç My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreació N/A

ere they have not responded as they should or as I would like.

No

fa que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Esper Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time

NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

olved in everything that helps our students to accomplish their goals.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

rtten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

N/A N/A

Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

NA NA

NA NA

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude

NA NA

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Smaller class sizes

Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las c
1 grader and his middle school years.

Bringing back enrichment and add tutoring

Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers an
teachers and how little us parents are kept in the loop on our child's education and progress. W

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay niñ

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

consecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on whi

rd having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡orado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

l by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. J

who need help just because they learn differently they must be treated respected at all times and not scolded.

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

y children from two different schools together will cause conflict and social problems just to name a few things. I

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep School	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Experience
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child

N/a

No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No

To many teachers changes

il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Yes Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ould be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
HPS

Filter results by topic
Outcomes (Satisfaction)

Filter results by window
Fall 2025



Outcomes (Satisfaction)
% Positive, Fall 2025

64%

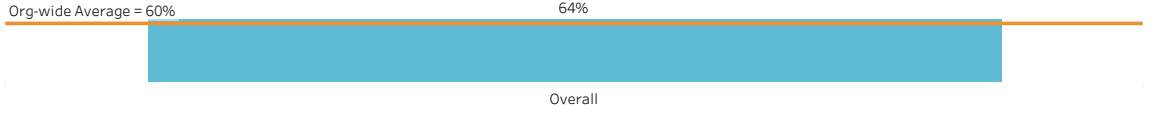
Outcomes (Satisfaction) Summary
Fall 2025



Difference from prior survey

-15% ↓

Results Comparison (Fall 2025)

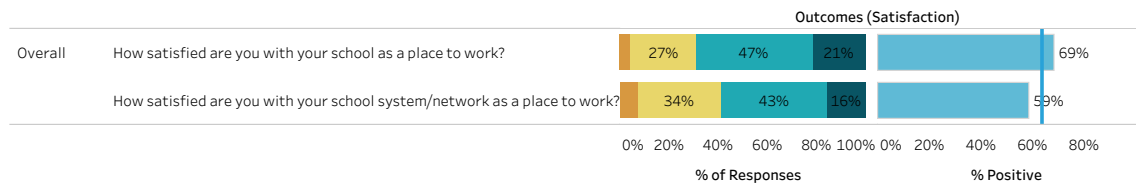


Disaggregate results by Overall

Add/remove disaggregations All

Outcomes (Satisfaction) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Watsonville Prep

CDS Code: 447724803189092032

School Year: 2026-27

LEA contact information:

Ami Ortiz

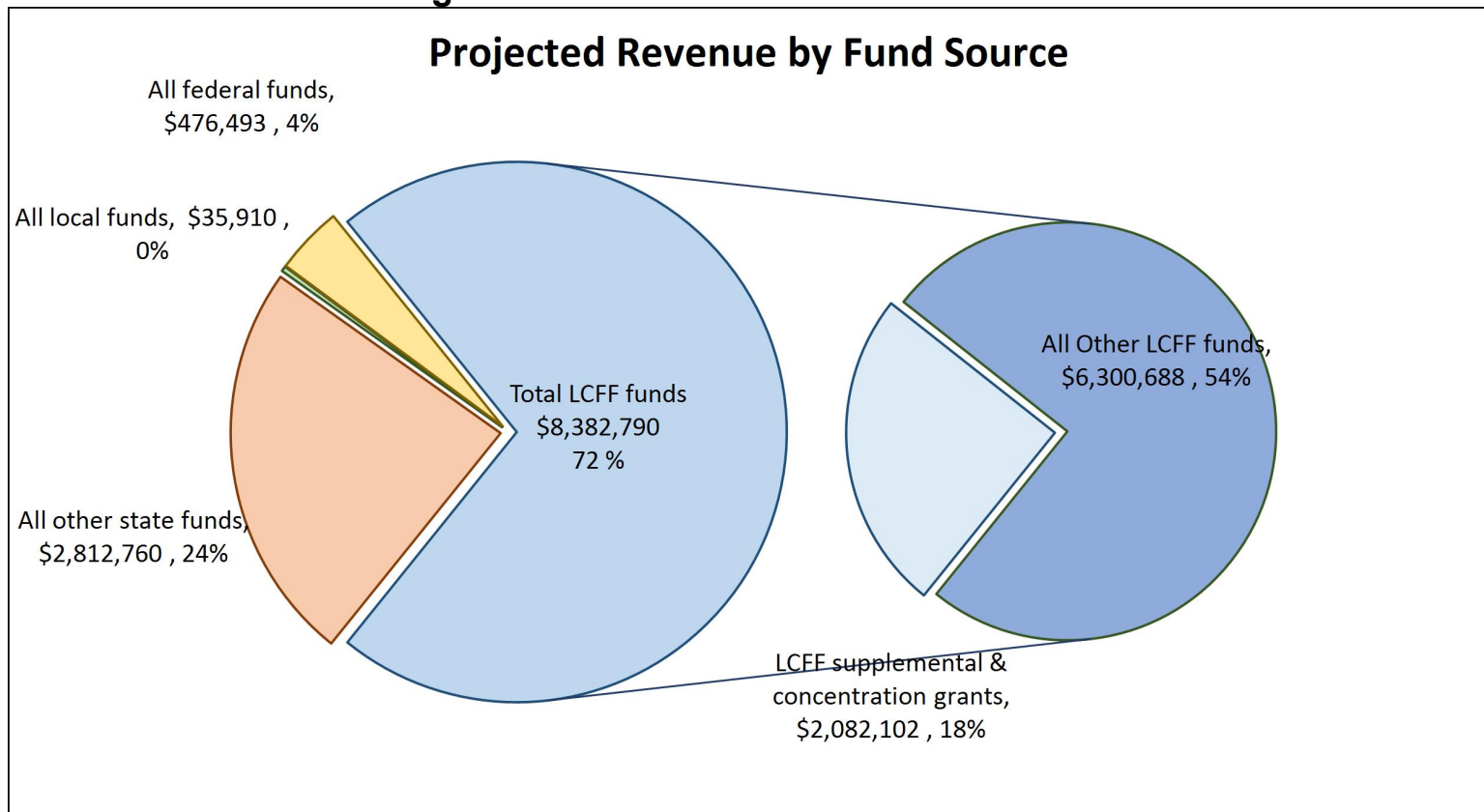
Director of Compliance & Operations

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 2026-27 School Year



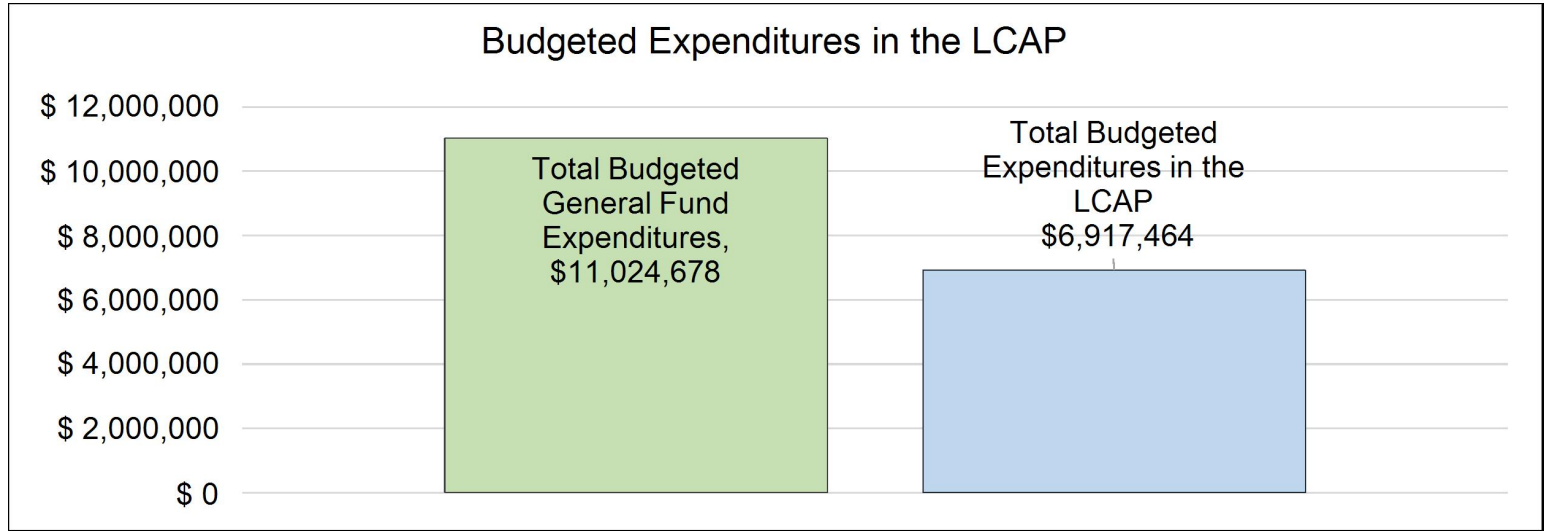
This chart shows the total general purpose revenue Watsonville Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Watsonville Prep is \$11,707,953, of which \$8382790 is Local Control Funding Formula (LCFF), \$2812760 is other state funds, \$35910 is local funds, and \$476493 is federal funds. Of the \$8382790 in LCFF Funds, \$2082102 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Navigator Schools - Board Meeting - Agenda - Monday April 20, 2026 at 6:00 PM

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Watsonville Prep plans to spend for 2026-27. 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 \$11,024,678 for the 2026-27 school year. Of that amount, \$6,917,464 is tied to actions/services in the LCAP and \$4,107,214 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operating expense, CMO fee, district oversight fee, legal, professional development, etc.

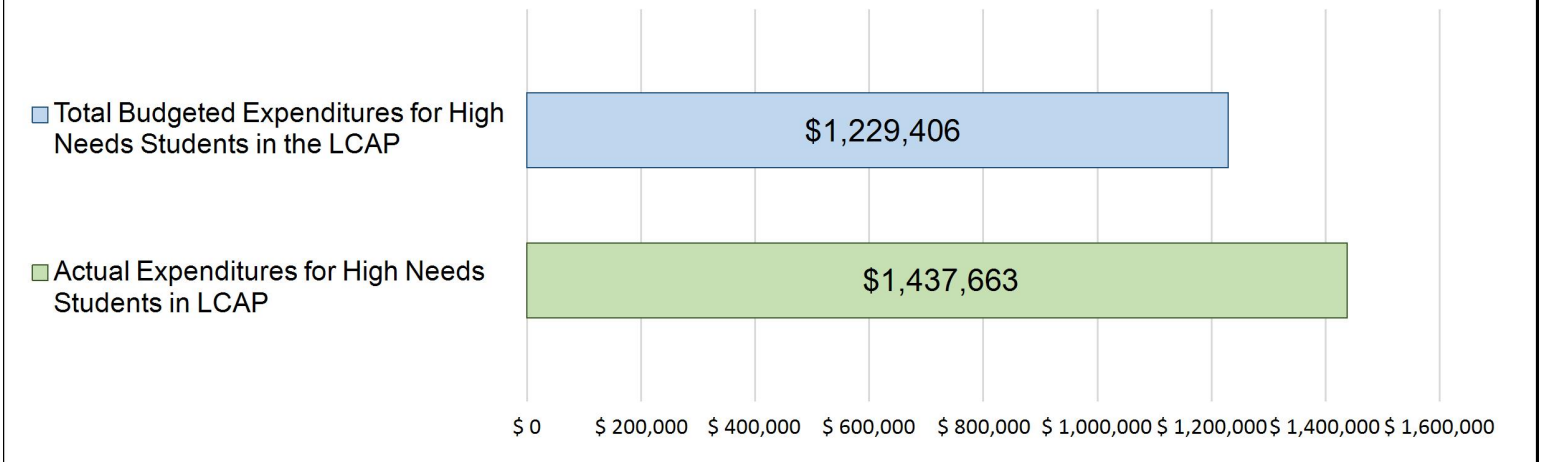
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Watsonville Prep is projecting it will receive \$2,082,102 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 \$1,236,095 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2026-27

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2026-27, Watsonville Prep's LCAP budgeted \$1,229,406 for planned actions to increase or improve services for high needs students. Watsonville Prep actually spent \$1,437,663 for actions to increase or improve services for high needs students in 2026-27.

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 [2026-27]

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–8 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 2025, 41.58% of students met or exceeded standards in English Language Arts and 32.26% 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 537 students. The student population is 96.46% Hispanic or Latino, with 79% identified as socioeconomically disadvantaged, 41.2% as English language learners, and 14% receiving special education services. The educational backgrounds of WPS parents are diverse: 6.4% hold a graduate degree or higher, 10.5% have a college degree, 21% have some college or an associate degree, 34.4% hold a high school diploma, and 27.6% 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 2025 California School Dashboard highlights Watsonville Prep's strong performance across academic and school climate indicators. The school continues to outperform the district 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 Watsonville Prep's mindset of continuous improvement, grounded in rigorous instruction, targeted interventions, and a commitment to equity. WPS will still maintain focus on chronic absenteeism, social emotional learning supports, and wrap-around community engagement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Watsonville Prep is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Watsonville Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>Feedback and input was gathered from the Principal through a weekly Site Leadership Team meeting with the Navigator Schools Support Office. These meetings happened every Wednesday, and they included in-depth discussions of curriculum pilots, performance data, the SEL program and efficacy metrics. LCAP annual outcomes, as well as draft Goals and Actions were discussed in the February - April 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
	<p>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.</p>
<p>Parents</p>	<p>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).</p>
<p>Students</p>	<p>Students were surveyed in April 2025 to gather feedback on their feelings of connectedness, safety, and success at school.</p>

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

Watsonville Prep School's identified areas of need based on stakeholder engagement (including family surveys, family meetings, and staff focus groups and meeting) include providing family support (e.g., transportation, before-school child care) and access to enriched learning programs for scholars and families (e.g., workshops - ESL, tobacco awareness, gang prevention). This is being addressed through Goal 2 of family education and community school resources. Goal 1 was also modified to include increased support for scholars (both academic & behavioral) through intervention and tier 3 scaffolding. This was made after staff and family feedback was received through family conferences, town halls, and staff focus groups.

Goals and Actions

Goal

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: 41.58% English Learners: 18.58% Low Income: 40% SWD: 7.69% Hispanic: 40.66%	All Students: 46.4% English Learners: 38.2% Low Income: 44.7%	All Students: - 6.52% English Learners: - 9.62% Low Income: - 7.3% SWD: +4.59%

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: -7.16%
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: 32.26% English Learners: 18.58% Low Income: 29.55% SWD: 10.25% Hispanic: 31.5%	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: -8.34% English Learners: -7.02% Low Income: -9.35% SWD: +.85% Hispanic: -8.7%
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: 21.67% English Learners: N/A Low Income: 18% SWD: N/A Hispanic: 18.97%	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: -3.33% English Learners: -6.5% Low Income: -7.50% SWD: N/A Hispanic: -6.43%

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)	32.50% Making Progress on English language proficiency % students reclassified fluent English proficient: 22.3%	% 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/)	+3.90% Making Progress on English language proficiency % students reclassified fluent English proficient: +.3%
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%	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%	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%	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%	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%	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%	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: 55% Out-of-Field: 10% Intern: 5% Ineffective: 30% Incomplete: 0%	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%	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%	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%	86%	80% (Source: Internal PD surveys)	N/A

Goal Analysis [2025-26]

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 2025–26 school year, Watsonville Prep has demonstrated mixed 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. The school implemented all planned actions with fidelity, with no substantive difference between planned and actual implementation of actions. Comparison of Year 1 to Year 2 outcomes shows continued growth in English Learner progress and improvement for Students with Disabilities, alongside declines in overall performance in English Language Arts, mathematics, and science, indicating a need to strengthen instructional coherence and impact across content areas.

Actions 1.1, 1.2, and 1.7: Personalized Instruction, Interventions, and Coaching

These three actions continue to form the foundation of Watsonville Prep's instructional model, integrating rigorous, standards-aligned teaching with targeted student supports and weekly teacher coaching. From Year 1 to Year 2, these systems remained strong and consistently implemented; however, overall outcomes declined in ELA (48.1% to 41.58%) and math (40.6% to 32.26%), suggesting that while structures are in place, they are not yet consistently translating into improved achievement for all students. At the same time, Students with Disabilities demonstrated improvement across both ELA and math, reflecting the positive impact of targeted supports, and continued implementation of MTSS and small group instruction remains a strength. Continued refinement of Tier 1 instruction and alignment of interventions will be critical to strengthening outcomes.

Action 1.3 Teacher Hiring and Credentialing:

Watsonville Prep maintained a rigorous, multi-step hiring process, including application screening, interviews, performance tasks, and reference checks, ensuring alignment to school expectations and instructional quality. These systems continue to support a stable and mission-aligned staff.

Action 1.4 Supports for Students with Disabilities:

Services for students with disabilities continued through a push-in and pull-out model, providing small group and individualized instruction aligned to each student's learning goals. From Year 1 to Year 2, Students with Disabilities demonstrated improved outcomes, indicating that these supports are having a positive impact. Continued focus on alignment between core instruction and targeted supports will further strengthen student access to grade-level content.

Action 1.5 English Learner Instruction:

The ELD Lead continued to support program implementation, ensuring alignment to ELD standards and overseeing regular benchmark assessments and progress monitoring. Long-Term English Learners (LTELs) remained a focus group, receiving targeted support with ongoing monitoring. From Year 1 to Year 2, English Learner progress toward proficiency increased (28.6% to 32.5%), reflecting positive momentum in ELD systems. Continued focus on integrating language development within core instruction will be key to accelerating academic outcomes.

Action 1.7 Professional Development:

Robust and ongoing professional development continued to support high-quality instruction and student-centered learning. Teachers engaged in training on ELD strategies, culturally responsive teaching, Common Core and NGSS, SEL, and data-driven instruction. While systems remained strong and consistently implemented, teacher perception of PD effectiveness decreased slightly, indicating an opportunity to further refine professional learning to focus on the highest-leverage instructional practices. Regular PLCs, personalized growth goals, and coaching cycles continue to provide a strong foundation for improving instructional 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.

There were no material differences from the budget to estimated actuals

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 at Watsonville Prep have been partially effective in supporting progress toward the goal, with evidence of strengthening systems alongside areas requiring continued focus. The school successfully implemented standards-aligned Tier 1 instruction, MTSS-aligned interventions, and consistent coaching structures with fidelity, creating a strong foundation for teaching and learning. From Year 1 to Year 2, English Learner progress toward proficiency increased (28.6% to 32.5%), and Students with Disabilities demonstrated improvement in both ELA and mathematics, indicating that targeted supports and ELD systems are beginning to have a positive impact on specific student groups.

At the same time, actions have been inconsistently effective in driving overall student achievement, as reflected in declines in ELA (48.1% to 41.58%), mathematics (40.6% to 32.26%), and science performance. These results suggest that, while key instructional systems are in place, they are not yet consistently translating into improved outcomes across all classrooms and content areas. Foundational elements—such as access to instructional materials, professional development, and coaching cycles—remain strong and provide a solid base for improvement; however, greater alignment to high-leverage instructional practices, particularly in literacy, mathematics, and intervention, will be necessary to ensure more consistent and accelerated progress for all 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.

Based on reflection of Year 1 and Year 2 outcomes, Watsonville Prep will make targeted refinements to strengthen the effectiveness of Goal 1 actions while maintaining the overall goal, metrics, and target outcomes. The school will continue to build on strong foundational systems, including standards-aligned instruction, MTSS, and coaching, while placing increased emphasis on strengthening Tier 1 instruction across all content areas, particularly in English Language Arts and mathematics. This includes tighter alignment to priority standards, more frequent use of interim assessments, and stronger data cycles to support responsive reteaching and intervention. Additional focus will be placed on improving instructional coherence and ensuring that all students consistently engage with rigorous, grade-level content.

To further support student groups, the school will deepen implementation of English Language Development (ELD) by strengthening the integration of language objectives across content areas and continuing to refine progress monitoring systems, building on recent gains in English Learner progress. Supports for Students with Disabilities will be enhanced through improved alignment between core instruction and targeted interventions to ensure greater access to grade-level content. Professional development and coaching will be more tightly focused on high-leverage instructional practices, including literacy, ELD integration, and differentiation, to ensure stronger transfer to classroom instruction. While no major changes will be made to the overall goal or core metrics, these refinements are designed to build on existing strengths and ensure more consistent improvements in student achievement across all student groups.

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 	\$2,368,358.00	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 • 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) 	\$591,719.00	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 	\$100.00	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	\$520,546.00	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 • 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>	\$249,105.00	Yes
1.6	Professional development	<ul style="list-style-type: none"> • Professional Development sessions on: • CCSS and NGSS 	\$42,800.00	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 	\$382,392.00	Yes
1.8	Student Support with LREBG Funds	1 Small Group Instructor	\$40,714.00	

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	83% (Source: Annual Parent Survey, April 2026)	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)	78% feel proud to belong to WPS most or all of the time, 89% agree	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)		that they felt safe at school	at school (Source: Core SEL Survey, Spring survey)	
2.3	Suspension rate for all students and all numerically significant subgroups	All Students: 1.0% English Learners: 0.8% Low Income: 1.2% Students with Disabilities: 4.9% Hispanic: 1.0% (Source: Californian Dashboard, 2023)	All Students: 1.7% English Learners: 1.8% Low Income: 1.9% SWD: 4.7% Hispanic: 1.7% (Source: Californian Dashboard, 2024)	All Students: 1.9% English Learners: 2.2% Low Income: 2.1% SWD: 2.8% Hispanic: 1.9%	All Students: <1.0% English Learners: <0.8% Low Income: <1.2% Students with Disabilities: <4.9% Hispanic: <1.0% (Source: Californian Dashboard)	All Students: +0.2% English Learners: +.5% Low Income: +0.2% SWD: -1.9% Hispanic: -.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% Hispanic: 0% (Source: Student Information System, Spring 2024)	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% (Data Year: 2024-2025)	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0%	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic: 0% (Source: Student Information System)	Maintained
2.5	Average Daily Attendance	94.42% (Source: 23-24 P-2 report)	95.41% (Data Year: 2024-2025)	93.75%	96% (Source: P-2 report)	+0.99
2.6	Chronic Absence Rate for all students and all	All Students: 24.6% English Learners: 23.5%	All Students: 23.7%	All Students: 18.4%	All Students: <10% English Learners: <10%	All Students: -5.3% English Learners: -7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups	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: 13.4% Low Income: 21.3% SWD: 16.9% Hispanic: 18.7%	Low Income: <10% Students with Disabilities: <10% Hispanic: <10% (Source: California Dashboard)	Low Income: -2.7% SWD: -5.3% Hispanic: -5.5%
2.7	Middle school dropout rate	0% (Source: Student Information System, Spring 2024)	0% (Data Year: 2024-2025)	0%	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	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%	85% of parents feel their child is safe and supported on campus and 92% are satisfied with their child's academic results. (Source: Annual Parent Survey, April 2026)	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%	67%	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 April 2026)	(Source: Annual Parent Survey)	

Goal Analysis [2025-26]

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.

- 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.

There were no material differences from the budget to estimated actuals

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 Communication: ParentSquare (automatic translation to home language); school website maintenance and updates 	\$104,052.00	No

Action #	Title	Description	Total Funds	Contributing
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	\$33,949.00	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. 	\$12,879.00	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 	\$1,007,840.00	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 	\$1,508,945.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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% 	\$54,065.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2082102	\$

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
24.838%	8.085%	\$644,439.00	32.923%

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 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>
<p>1.5</p>	<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
<p>1.7</p>	<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>	<p>Instructional and administrative staff face unique challenges with today’s student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3</p>	<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
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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

2026-27 Total Planned 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	\$8382790	2082102	24.838%	8.085%	32.923%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,437,270.00	\$480,194.00	\$0.00	\$0.00	\$6,917,464.00	\$4,655,127.00	\$2,262,337.00

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	\$2,213,818.00	\$154,540.00	\$2,368,358.00				\$2,368,358.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$591,719.00	\$0.00	\$591,719.00				\$591,719.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$100.00	\$100.00				\$100.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$370,546.00	\$150,000.00	\$520,546.00				\$520,546.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$249,105.00	\$0.00	\$249,105.00				\$249,105.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$0.00	\$42,800.00	\$42,800.00				\$42,800.00	
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	\$382,392.00	\$0.00	\$382,392.00				\$382,392.00	
1	1.8	Student Support with LREBG Funds							\$40,714.00	\$0.00	\$40,714.00				\$40,714.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$101,847.00	\$2,205.00	\$104,052.00				\$104,052.00	
2	2.2	Community engagement	All	No			All Schools	Ongoing	\$33,949.00	\$0.00	\$33,949.00				\$33,949.00	
2	2.3	Social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$12,879.00	\$12,879.00				\$12,879.00	

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	2.4	Student activities	All	No			All Schools	Ongoing	\$527,646.00	\$480,194.00	\$527,646.00	\$480,194.00			\$1,007,840.00	
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$89,326.00	\$1,419,619.00	\$1,508,945.00				\$1,508,945.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$54,065.00	\$0.00	\$54,065.00				\$54,065.00	

2026-27 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
\$8382790	2082102	24.838%	8.085%	32.923%	\$1,236,095.00	0.000%	14.746 %	Total:	\$1,236,095.00
								LEA-wide Total:	\$1,236,095.00
								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	\$591,719.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$249,105.00	
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$382,392.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,879.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,494,742.00	\$5,948,493.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No	\$1,479,552.00	1683461
1	1.2	Interventions	Yes	\$963,506.00	1,171,009
1	1.3	Teacher hiring and credentialing	No	\$12,056.00	100
1	1.4	Supports for students with disabilities	No	\$699,793.00	789672
1	1.5	English learner instruction	Yes	\$37,500.00	37500
1	1.6	Professional development	No	\$232,911.00	219860
1	1.7	Teacher coaching and supervision	Yes	\$101,438.00	99501
2	2.1	Family engagement in school policies and decision-making	No	\$33,271.00	32120
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes	\$126,962.00	129653
2	2.4	Student activities	No	\$460,755.00	443061

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	\$1,212,074.00	1,199,596
2	2.6	Chronic absenteeism support	No	\$134,924.00	142960

2025-26 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)
2,082,102	\$1,229,406.00	\$1,437,663.00	(\$208,257.00)	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	\$963,506.00	1171009		
1	1.5	English learner instruction	Yes	\$37,500.00	37500		
1	1.7	Teacher coaching and supervision	Yes	101438	99501		
2	2.3	Social-emotional learning	Yes	\$126,962.00	129653		

2025-26 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	2,082,102		26.122%	\$1,437,663.00	0.000%	18.037%	\$644,439.00	8.085%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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

- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
WPS

Filter results by topic
Outcomes (Intent to Return)

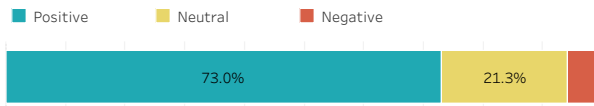
Filter results by window
Fall 2025



Outcomes (Intent to Return)
% Positive, Fall 2025

73%

Outcomes (Intent to Return) Summary
Fall 2025

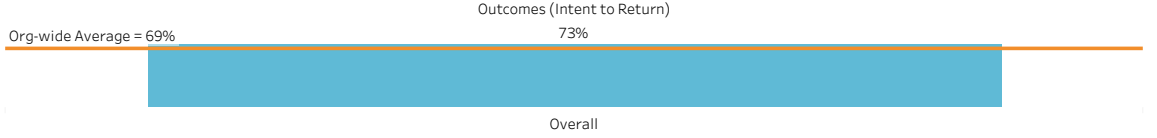


Difference from prior survey

-5%

Results Comparison (Fall 2025)

Org-wide Average = 69%

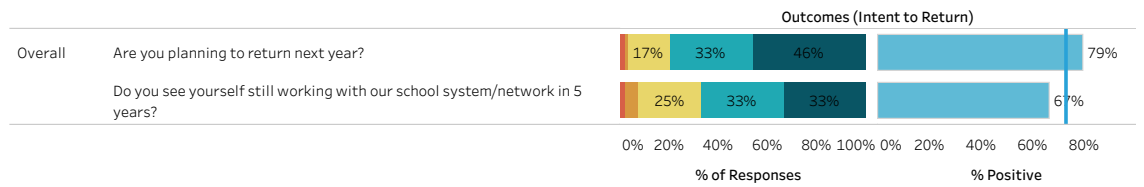


Disaggregate results by Overall

Add/remove disaggregations All

Outcomes (Intent to Return) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



- Org Profile
- School Comparison
- Trend Over Time
- Topic Breakdown
- Custom Questions
- Intent to Return Factors
- Net Promoter
- Cross-tabulate Results
- Download Org Wide Slides
- Download School Slides
- Open-Ended Responses
- Benchmarking
- Information

Filter results by school
WPS

Filter results by topic
Outcomes (Satisfaction)

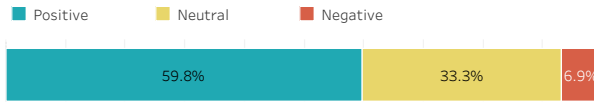
Filter results by window
Fall 2025



Outcomes (Satisfaction)
% Positive, Fall 2025

60%

Outcomes (Satisfaction) Summary
Fall 2025

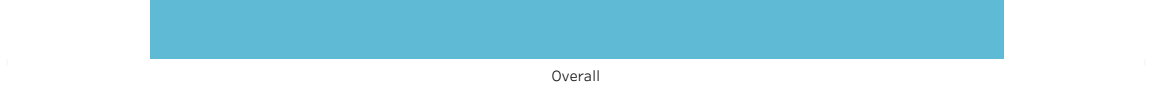


Difference from prior survey

-15% ↓

Results Comparison (Fall 2025)

Org-wide Average = 60%

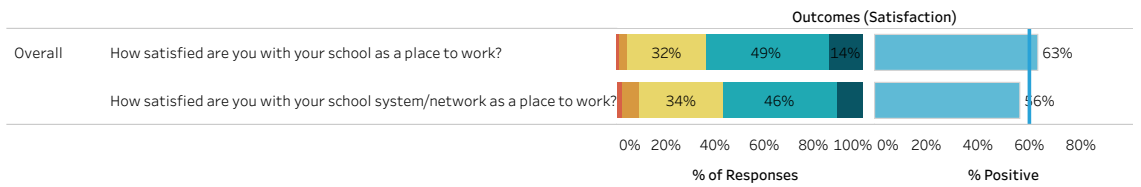


Disaggregate results by Overall

Add/remove disaggregations All

Outcomes (Satisfaction) Question-Level Results (Fall 2025)

The rows below reflect question wording on the Spark teacher survey. To see alternative forms of the question for school-based or central staff, hover over the results breakdown below.



Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo

4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
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4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
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4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo

4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
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4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
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4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
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4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo
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4/10/2026 9:51:38	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:51:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo

4/10/2026 9:52:29	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 9:52:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:45	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:52:49	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
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4/10/2026 9:53:06	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:10	Hollister Prep School	Agree/ De acuerdo
4/10/2026 9:53:11	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:53:24	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 9:53:26	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 9:53:37	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:54:01	Gilroy Prep School	Disagree/ En desacuerdo
4/10/2026 9:54:56	Hollister Prep School	Agree/ De acuerdo
4/10/2026 9:55:23	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 9:55:48	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:55:48	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:58:27	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:59:30	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 9:59:40	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:00:01	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:01:09	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:01:45	Hollister Prep School	Agree/ De acuerdo
4/10/2026 10:06:36	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:10:06	Hayward Collegiate	Agree/ De acuerdo
4/10/2026 10:11:04	Watsonville Prep School	Agree/ De acuerdo
4/10/2026 10:12:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:16:12	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 10:18:05	Hollister Prep School	Disagree/ En desacuerdo

4/10/2026 10:20:15	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 10:26:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/10/2026 11:14:37	Hollister Prep School	Disagree/ En desacuerdo
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4/10/2026 11:46:54	Gilroy Prep School	Agree/ De acuerdo
4/10/2026 11:48:13	Hollister Prep School	Agree/ De acuerdo
4/10/2026 11:59:02	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/10/2026 12:12:54	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
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Disagree/ En desacuerdo	Agree/ De acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
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Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Strongly Agree / Totalmente de acuerdo	Agreed
Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen ater
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	I believe when my student is struggling, it shoul
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opi
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because I believe we have capable staff and th
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Disagree/ En desacuerdo	I am not happy about middle school moving loc
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answerec
Disagree/ En desacuerdo	HPS is only concerned with boosting there test
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Agree/ De acuerdo	None
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Agree/ De acuerdo	Because my kid loves going to school and learr
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Disagree/ En desacuerdo	There are no programs to support families any
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preoc
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Agree/ De acuerdo	I feel like a lot of care is taken on the educati
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demu

Agree/ De acuerdo	Overall, leadership does great including parent:
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenas
Agree/ De acuerdo	Z
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Agree/ De acuerdo	Because I have had a child in your school for t
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	I believe the school does an overall good job th
Agree/ De acuerdo	There needs to be more communication from t
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Buena escuela
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do
Agree/ De acuerdo	My kids are doing great after going to this scho
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with cc
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Agree/ De acuerdo	Experience
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very ei
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree

Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	My children's teachers communicate regularly
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Personally, some situations have happened wh
Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustarí
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Agree/ De acuerdo	there is always more that could be done at eve
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. It
Agree/ De acuerdo	HPS is a great school!
Agree/ De acuerdo	I was not happy with how an investigation was

Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	Communication from school/staff needs to be i
Agree/ De acuerdo	The reason I put disagree for my child feeling s
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	I disagree with the statement that my child is s
Agree/ De acuerdo	Porque todo es verdadero
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Agree/ De acuerdo	n/a
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier
Agree/ De acuerdo	Parent square is the unique convenience for m
Disagree/ En desacuerdo	I would like more insight on future staffing for th
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	I feel confident that my child is safe there beca
Agree/ De acuerdo	There is always room for improvement
Agree/ De acuerdo	satisfied so far; always room to improve
Strongly Agree / Totalmente de acuerdo	.
Strongly Agree / Totalmente de acuerdo	Great enviroment for my kids to study
Agree/ De acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	The teachers and staff go above and beyond.

Agree/ De acuerdo	De acuerdo en todo
Strongly Agree / Totalmente de acuerdo	I am very satisfied with Hayward Collegiate. My
Strongly Agree / Totalmente de acuerdo	The results may be his own fault by not wanting
Agree/ De acuerdo	Mh
Strongly Agree / Totalmente de acuerdo	We saw the improvement in our child daily
Agree/ De acuerdo	There seems to be a lot of PTO and town hall n
Agree/ De acuerdo	Solo quiero agradecer por la educación de mis
Strongly Agree / Totalmente de acuerdo	On. Academic we feel not really involved in wh
	Solo cuando tengo la oportunidad
Disagree/ En desacuerdo	Na
Strongly Agree / Totalmente de acuerdo	creo yo que es una muy buena escuela
Strongly Agree / Totalmente de acuerdo	I believe my children have not been in a situati
Disagree/ En desacuerdo	I have had to convince my daughter to go to sc
Agree/ De acuerdo	I am over all happy with HSP. Great school gre
Strongly Agree / Totalmente de acuerdo	Es mejor
Strongly Agree / Totalmente de acuerdo	3 of my kids attend gilroy prep and these few y
Strongly Agree / Totalmente de acuerdo	Love my school and staff. Great communicati
Strongly Agree / Totalmente de acuerdo	Our family has been apart of Hayward Collegia
Strongly Agree / Totalmente de acuerdo	Our experience at Hollister Prep School has be
Agree/ De acuerdo	Me encanta la escuela para mis hijos
Strongly Agree / Totalmente de acuerdo	Great school, great teachers, staff are friendly
Agree/ De acuerdo	N/a
Disagree/ En desacuerdo	I feel I'm told by staff things are well, but when
Strongly Agree / Totalmente de acuerdo	I have volunteered during events at school and
Agree/ De acuerdo	Porque estoy satisfecha con el plantel estudiar
Agree/ De acuerdo	The school always sends out community and s
Strongly Agree / Totalmente de acuerdo	Agree
Strongly Agree / Totalmente de acuerdo	We love our school
Agree/ De acuerdo	I cannot say I believe my child is safe because

Disagree/ En desacuerdo	School does not have sufficient security. Visitor
Strongly Agree / Totalmente de acuerdo	Because parents and teachers regularly interact
Agree/ De acuerdo	Estoy de acuerdo referente a lo académico de
Agree/ De acuerdo	Creo que unas que otras estoy demasiado acu
Disagree/ En desacuerdo	Por qué es lo que yo veo en la escuela
Agree/ De acuerdo	We have 2 students at the school. Both have e
Strongly Agree / Totalmente de acuerdo	Me siento muy satisfecha con la escuela
Agree/ De acuerdo	They always inform us about things going on w
Agree/ De acuerdo	Creo que tanto el personal de la escuela como
Agree/ De acuerdo	I have not had any bad experiences with the sc
Strongly Disagree/ Totalmente en desacuerdo	Lo puedo ver en mis hijos van con mucha Alge
Disagree/ En desacuerdo	My daughter struggled with certain classes and

Is there anything else you would like to share v How has the current staffing level in your child?

Na

N/a

No

continuous improvement on belonging and inclusion among students and staff.

Good

ncion a las necesidades de nuestro estudiantes Muy bien

No

Na

uld be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary scho

No sería todo

I think the kids need enrichment. They sit for tc No

Si algo que tengo una inquietud es cuando los Bien

hey give all they can do for our children development and give parents the opportunity to be inv
year attending and the parent to school engagement is spectacular! I absolutely love how infor

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward My daughter can access her education becaus

no

No

portunities

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

time outside of school hours.

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

s Han trabajado muy bien con ellos me gustado l

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

as en a escuela pero hay algunas que podrian mejorar.

What is the school doing for the students for or I like the staffing level

A note about "academic results" question: I wo My child only recently has been granted a 504

A tiend3n muy bién a los niños

I think that parents should be informed when a It has not

No N/A

The after-school program and break camps ar While the impact may not yet be evident, it is ir

No mucho

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

Not enough credentialed teachers to help teachers without.

NA NA

NA NA

an awesome job with education and taking take great. They pay attention to little detail on my c
rol.

Thank you for all you do.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be
suited

No To many teachers changes

Mi hijo Jeison Martinez está muy contento est Q está aprendiendo mucho

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha
resources to its families. For this reason, I have very happy with GPS in the categories mentione

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th
il school and support family's with helpful sources inside and out and when it comes to my child

Students should not teach each other. None

Good

NA

NA

No

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreación N/A

No

Muy bien

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

No

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

I wish the school offered music and arts. Esper Not sure

do entrada y salida en la escuela .

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

Gilroy prep really need to hire more yard duty staff.

itando

escuela

Si es apropiado para los estudiantes

be more safer

very good

No

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

None at this time

NA

School needs more support with staff and fundraiser opportunities.

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m

We feel that the school should provide the proç Not having the correct staff definitely impacts o

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th

There needs to be better staff training and con: For my 8th grade son the answer is No. I am c

ded for my children.

N/A

We are dissatisfied with the new principal as hç The case manager is not effective remotely and

n/a

N/a

It is very important for the students to have out N/A

school due to ParentSquare and Thursday folders with newsletters.

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop

No

Why do we only have one in person teacher cc The on going support from an FFI play an impc

Previously apparently there used to be weekly TK classroom does not seem to have a perman

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

If we can make a change to the food vendor, always the same meals and quality.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

na

No

No

No

No

y kids are safe and enjoying while learning in this school

g to complete his work but I also believe the tea Fine

Nj

Great

N/a

meetings available for parents who are able to attend to give their input.

: hijos

Buena

No at the moment

None

Not aware of that program

on where I believe they have been unsafe. The teachers communicate with me about any situa

Disappointed on the process of investigating incidents is very one sided.

at campus great staff and my sons academic results are outstanding

Bien

rs have been a great experience.

n on their part as well as professionalism. Teachers have been very involved in the succe

We are grateful for a charter elementary in our community

æen a delight

Todo está bien

Muy bien

Im happy with having my boys come here I feel maybe its alot for the staff and teachers v

No

Good

I question my child there's much I don't hear from staff about.

Highly recommend this school to anyone .

No

Bien creo estan en el nivel apropiado

The front office seems to always be overwhelmed and unwelcoming to its students.

Start looking into who you're hiring better and ask children for their opinions on their teacher be

r gate is often left ajar or held open for others walking by.

I would like to formally suggest increasing extracurricular activities within the school program. (

No Se le ah hecho un poco complicado a mi hijo, p

No

Creo que es profesional

While we have not been in the classroom, we ε N/A

within the school and how we can be a part of them.

los estudiantes hacen lo mejor que se puede y eso lo agradezco muchísimo.

No

Muy Amiga le el director

l says she doesn't get the help she needs.

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Yes Steady teacher. S

N/A Ensure students are taught and prepared to co-

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

Na Na

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

Todo bien Revisar los baños que uno no tenia pasador

olved in everything that helps our students to accomplish their goals.

med the parents are of our child daily school life. Its very comforting.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer

Ninguno Todo muy bien

arten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

los resultados que hemos tenido

N/A

N/A

1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often. More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

N/a

N/a

To feel more confident about my child's inclusi The most critical factor for Navigator to consider Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

Accountability

NA

NA

NA

NA

I think the system they have works great anything that will help on the education of my c

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Na

NA

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc
ive met Mohammed during one of his outreach events, that is how we learned about the school
ed above.

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude
d academic they always are on top when he needs help or stay on track.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

NA NA

To have a few more staff in class to help the st Help with reading.

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Estoy satisfecho Estoy satisfecho

Smaller class sizes Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las cc
1 grader and his middle school years.

Bringing back enrichment and add tutoring Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ac

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

The staff would benefit from further training. It i That All children have access to sufficient reso

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con

Following IEP and the way they speak to my cl To talk to them and treat them with respect and

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A

N/A

Less students in the classroom so the teachers 1.1 reading teachers

More teachers.

The number of students in class which will influ

Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

N/A

Adequate staffing to student ratio

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an

teachers and how little us parents are kept in the loop on our child's education and progress. W

na

na

None

More tutoring

Good

We needs more teachers and or helper per cla Not enough teachers

Asta hora todo bien

Todo bien

I guess

More interaction with the parents

I feel like the class is way too crowded. More s Staff with experience.

itions

Si

Más supervisiones

None I can think of

Teachers that are supportive, professional, emp

A mi me gusta el salón de mi hijo

Para mí todo está bien

If parents were a little more involved in the curr Keep strong communication between behaviors

Unsure

Unsure

Empathy and patience with compassion

Ningun cambio la atencion del personal a los e Solo creo se necesita mas personal para ayude

ecause a lot of Mr. Dickersons previous students could've told you all something was off too. TI

Currently, reliance on after-school activities places a time and financial burden on parents. Inco

Que le tengas un poco de más paciencia Escritura

Me gustaría que tú vieran más cuidado con la vestimenta de los jovencitos

N/A N/A

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ri-create welcoming and inclusive environments so all students experience school in a positive a
ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

zations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

r educación física afuera.

porque yo e ido de voluntaria y es difícil cuidar a muchos niños una sola persona ya que ay niñ

This is not doable under 1 teacher

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

er is ensuring that staffing levels allow for individualized support for students with diverse learnin

s niños con autismo y reciben siento yo mas apoyo que los niños que tienen otras necesidades

children and their safety

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

uela

I and ultimately decided to join the school.

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me

ate and caring of my child. Upon returning to school my child was an active participant in her re

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wh
urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh
mplete homework and to prepare for testing.

J understanding. Staff needs a lot of training and patience.

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

ence the teachers ability to understand and attend to individual students needs.

t needs on going support to success in a LRS.

rd having situations that come up they can not get to each child. More support more teachers w

/e have to message the teachers but they don't respond and if they do all I get is vague informa

pathetic, and are able to express various ways of teaching class materials.

s when my kids may act out, so i can talk to my kids. I like the structure this school has

ar en el cuidado de los estudiantes en la hora de los recesos y lonche

here is just so much that is swept under the rug at this school. Do better.

orporating such activities during school hours would better support students' overall developmer

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

and supportive manner.

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

ese gaps!

ng needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

¡jorado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

at scholars can do and not on what they can't.

ould be well-suited to support their needs!

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

with patience and perhaps more understanding instead of alienating the problem. More support to the students w

ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

nt and provide equal opportunities for all.Thanks

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

ido mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

he problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at th

encia muy positiva para nosotros.

Don't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

Who need help just because they learn differently they must be treated respected at all times and not scolded.

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

Anna and Mr. Al, they are all so professional and personable.

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

Thank you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

g children from two different schools together will cause conflict and social problems just to name a few things. I

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

I am very concerned.

at in any way.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:07:39	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:09:30	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:11	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:15:56	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:27:31	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:33:04	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 16:40:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:02:07	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:09:24	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:12:40	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 17:35:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:15:14	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 18:23:22	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:27:49	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:28:29	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 18:36:49	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:45:31	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:38:50	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 19:50:40	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:11:27	Gilroy Prep School	Disagree/ En desacuerdo
4/6/2026 20:11:51	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:14:41	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 21:54:59	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 22:48:35	Gilroy Prep School	Agree/ De acuerdo
4/6/2026 23:10:25	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 4:20:08	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 7:04:24	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 7:15:50	Gilroy Prep School	Disagree/ En desacuerdo

4/7/2026 9:50:34	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 10:26:29	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 11:00:28	Gilroy Prep School	Disagree/ En desacuerdo
4/7/2026 12:27:55	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 15:12:38	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 15:13:29	Gilroy Prep School	Agree/ De acuerdo
4/7/2026 17:08:18	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/8/2026 9:14:11	Gilroy Prep School	Agree/ De acuerdo
4/9/2026 15:40:35	Gilroy Prep School	Strongly Agree/ Totalmente de acuerdo
4/9/2026 23:56:28	Gilroy Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Disagree/ Totalmente en desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo

Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Strongly Agree / Totalmente de acuerdo	I feel the campus is safe, but will advocate for c
Agree/ De acuerdo	Principal and teachers have informed me of my
Agree/ De acuerdo	Asta ahora estoy satisfecha en el aprendizaje c
Strongly Agree / Totalmente de acuerdo	I love Gilroy Prep so far! Its my daughters first y
Agree/ De acuerdo	Input is asked regularly as well as volunteer op
Disagree/ En desacuerdo	There are no programs to support families any
Agree/ De acuerdo	He tenido muy buenos resultados con mis hijos
Strongly Agree / Totalmente de acuerdo	Por es lo que e Visto hay muchas cosas buenæ
Agree/ De acuerdo	Z
Agree/ De acuerdo	Because I have had a child in your school for t
Agree/ De acuerdo	I believe the school does an overall good job th
Disagree/ En desacuerdo	There's a lack of communication and a lot of pr
Agree/ De acuerdo	My kids are doing great after going to this scho
Disagree/ En desacuerdo	N/A
Strongly Agree / Totalmente de acuerdo	I feel the location of the school is not the best s
Strongly Agree / Totalmente de acuerdo	Q estoy muy contenta con la escuela q le tocó
Strongly Agree / Totalmente de acuerdo	GPS seeks to give open communication and re
Strongly Disagree/ Totalmente en desacuerdo	We don't even know what is happening in GPS
Strongly Agree / Totalmente de acuerdo	Good updates provided
Disagree/ En desacuerdo	Yard staff can't handle the number of kids out a
Strongly Agree / Totalmente de acuerdo	The school is wonderful
Agree/ De acuerdo	Por que haci lo decidi. Me siento satisfecha cc
Agree/ De acuerdo	Por que hasi lo siento
Agree/ De acuerdo	Creo que deberían tener mas personal cuidanc
Strongly Agree / Totalmente de acuerdo	all my answers are only based on interaction w
Agree/ De acuerdo	there is always more that could be done at eve
Disagree/ En desacuerdo	Teachers and staff show too much favoritism. li
Agree/ De acuerdo	I was not happy with how an investigation was

Disagree/ En desacuerdo	Communication from school/staff needs to be improved
Agree/ De acuerdo	The reason I put disagree for my child feeling safe is because of the communication from the school.
Agree/ De acuerdo	I disagree with the statement that my child is safe there because of the communication from the school.
Agree/ De acuerdo	Porque todo es verdadero
Agree/ De acuerdo	Some needs improvement
Agree/ De acuerdo	I agree with all.
Strongly Agree / Totalmente de acuerdo	Gilroy Prep to me is the best school in the area
Agree/ De acuerdo	Parent square is the unique convenience for me
Agree/ De acuerdo	I feel confident that my child is safe there because of the communication from the school.
Agree/ De acuerdo	satisfied so far; always room to improve
	Porque es una escuela muy buena, ponen atencion a los detalles
	Porque mi hija a tenido muy buenos resultados
	Because my kid loves going to school and learning
	Muy buenas escuela y mi hija tiene una excelente comunicacion con los maestros
	Apoyando para seguir mejorando..
	There needs to be more communication from the school
	Report cards have been incomplete for 1st grade
	I'm happy with school and the teacher they do a great job
	Open communication and transparency with communication
	Everyone at Hayward Collegiate seems very engaged
	The school is family oriented.
	Estoy muy contenta con la experiencia en la escuela
	Resources aren't always available. If it is, it isn't always used
	For the most part, my child has a great teacher
	I would like more insight on future staffing for the school
	Na
	Agreed
	I believe when my student is struggling, it should be addressed
	I was honest with my answers

I believe I have the opportunity to voice my opi

Because I believe we have capable staff and th

I am not happy about middle school moving loc

My questions or concerns are always answerec

HPS is only concerned with boosting there test

None

Happy with our experience at HPS.

Respecto a la pregunta de seguridad me preoc

I feel like a lot of care is taken on the educatio

La ayuda academica y los resultados se demu

Overall, leadership does great including parent

Es muy buena escuela

Buena escuela

NA

NA

I have never had an issue with the school

I have seen my sons immensely grow in their a

N/a

I agree

NA

My children's teachers communicate regularly

Love the school for my children and academics

Casi Siempre an trabajado con gran esfuerzo

Personally, some situations have happened wh

I feel my son has been doing very well at HPS.

Creo que todo está bien, solamente me gustarí

I love the staff that helps my son, the amount o

Their is a lot of bullying happening with no real

Great staff, the class size is a burden for all.

Algunas veces falta poner más atención a los e

My child was recently on independent study. M

Porque mi hijo si está agusto estudiando en la

Por qué es una escuela con un sistema educat

HPS is a great school!

HPS communicates early and often on updates

HPS is a great school with awesome admin, st

Feel that more individualized instruction is need

n/a

I feel pretty informed about what's going on at s

I feel the amount of individual time spent on tak

There has been much worr of mouth about bull

There is always room for improvement

N/a

Very satisfied with our school.

Porque estoy de acuerdo con lo que conteste

There's no one who answers shark club. I have

At Watsonville Prep, parents rarely receive dire

Experience

I believe Watsonville prep school is a wonderfu

Me gusta la Wps por Los Altos grados de los a

No hay mucha ayuda para lo que están pregun

During the IEP we were not afforded the prope

I would like for students have a 1.1 reading tea

Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child's

continuous improvement on belonging and inclusion among students and staff.

No

Na

No sería todo

year attending and the parent to school engagement is spectacular! I absolutely love how infor opportunities

time outside of school hours.

s Han trabajado muy bien con ellos me gustado l as en a escuela pero hay algunas que podrian mejorar.

A note about "academic results" question: I wo My child only recently has been granted a 504

I think that parents should be informed when a It has not

reference... staff gets in trouble for speaking up. As a parent I do not trust admin.

rol.

The drop off and pick up situation at gilroy prep is very concerning. Parents are inpatient, it be suited

Mi hijo Jeison Martinez está muy contento estu Q está aprendiendo mucho

resources to its families. For this reason, I have very happy with GPS in the categories mentione

Students should not teach each other.

None

Good

at one time and miss a lot. They also lack in conflict management.

Not at the moment.

Not impacted at all.

No

Muy bien

No

do entrada y salida en la escuela .

Gilroy prep really need to hire more yard duty staff.

be more safer

very good

It doesn't feel like some staff are qualified in their roles

handled by the interim principal. While my daughter did not handle things in the best manner w

Drop off and pick up is unsafe and chaotic cau: Im not familiar with FAPE. What I can say is th
There needs to be better staff training and con: For my 8th grade son the answer is No. I am c
N/A

N/a

Just want to say thank you to the staff for all th My son's teacher is on medical leave and i hop
Why do we only have one in person teacher cc The on going support from an FFI play an impac
If we can make a change to the food vendor, always the same meals and quality.

na

ncion a las necesidades de nuestro estudiantes Muy bien
Si algo que tengo una inquietud es cuando los Bien
ns many things that are hard for me to teach at home
Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.
an awesome job with education and taking take great. They pay attention to little detail on my c
Thank you for all you do.
I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du
School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and
Previously apparently there used to be weekly TK classroom does not seem to have a perman

Na

Good

ld be brought to the parents attention not wait f no negative impact
I believe going forward that for students need r I think the staffing level in the elementary scho

I think the kids need enrichment. They sit for to No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly toward; My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreaciór N/A

ere they have not responded as they should or as I would like.

No

ía que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Espe; Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

N/a No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No To many teachers changes

il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

N/A Ensure students are taught and prepared to co

Na Na

med the parents are of our child daily school life. Its very comforting.

los resultados que hemos tenido

More support staffing and a solid baseline leve Training, training, training; adequate staffing- a

comes unsafe for our walkers, and kids crossing. If there is an emergency while in the parking

Ninguno porq mi niño está muy contento Q me gustaría q ubieras transporte para la esc

ad above.

Teacher teaching more and more interaction w Teacher reading with kids

No changes. Keep up the good work. Qualified and experienced support staff

To have a few more staff in class to help the st Help with reading.

Estoy satisfecho Estoy satisfecho

nothing none

with the accusing student, I feel like the investigation was completely one sided and the principa

Would be nice to have assistants support more 1:1 assistance and tutoring opportunities to con
 Following IEP and the way they speak to my cl To talk to them and treat them with respect and

N/A N/A

More teachers. The number of students in class which will influ
 Teacher involvement with goals - coordinate pr Due to safety concerns, limited speech student

na na

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a
 Accountability

I think the system they have works great anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envii My child is in special education and is being pu

N/A Adequate staffing to student ratio

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve€ Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment	Enrichment
Involved in everything that helps our students to accomplish their goals.	
Two sgi for each grade	I am not happy about middle school moving loc
Adding an aid in each class vs sharing aids	Tier system aren't working
¿Cuántas maestras una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión	
N/A	N/A
Que aprendan mas sibteblas diferentes necesi	Es buena eacuela pero se enfocan mas ennlos
NA	NA
NA	NA
I am perfectly satisfied of the structure of the te	To continue to educate and challenge the stude
NA	NA
I have no concerns about my children being inc	Ensure they have access to regular interventio
N/a	N/a
N/A	N/A
Smaller class sizes	Smaller class sizes
que lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las co	
1 grader and his middle school years.	
Bringing back enrichment and add tutoring	Bringing back enrichment and tutoring
Again the class size and space per student in the current facility is challenging.	

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and support Classroom size can be alot for two teachers and
teachers and how little us parents are kept in the loop on our child's education and progress. W

Yes

Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na

NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe
-create welcoming and inclusive environments so all students experience school in a positive a

ask the support aides in classes if they feel adequately staffed relative to the need - and fill in the

g lot during drop off, there is nowhere to go, It is a complete gridlock! Further, kids are late, just

:uela

al could not hear the other side of the story when we tried to meet with her. My daughter's feelin

complete homework and to prepare for testing.

and understanding. Staff needs a lot of training and patience.

enhance the teachers ability to understand and attend to individual students needs.

and needs on going support to success in a LRS.

children and their safety

I and ultimately decided to join the school.

académicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

wished to exit, which we were not given prior notice. The way that they addressed was not satisf

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

ations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay nif

s niños con autismo y reciben sientto yo mas apoyo que los niños que tienen otras necesidades

ents to strive for higher education.

ns and advanced curriculum for older students similar to zero period

onsecuencias de este estudiante, o que fue lo que pasó, mi hija aún le tiene miedo pero ah me,

ate and caring of my child. Upon returning to school my child was an active participant in her re

s funding allows), and more opportunities for growth, emphasizing and recognizing more on wha

id having situations that come up they can not get to each child. More support more teachers w
/e have to message the teachers but they don't respond and if they do all I get is vague informa

r educación física afuera.

This is not doable under 1 teacher

ar is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**
and supportive manner.

ese gaps!

t sitting in cars as we are in a gridlock. I know they re-did the parking lot just a short while ago, it is not better, tl

ings of discomfort and hurts were not heard, and in fact a lot of her feelings were twisted and used against her in

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡jorado. Academicamente todo está muy bien.

3-entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
attention. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

would be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

the problem persists. Orrr, Please open up the back door gate so our walkers don't have to go all the way arou

instead of for her. She actually doesn't feel comfortable going to school because she doesn't trust the staff at th

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on s

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

d by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. /

who need help just because they learn differently they must be treated respected at all times and not scolded.

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

nd, it was open 1-2 years ago, kids can easily cross the railroad crossing and go into the side gate door. Thank

e moment to even share anything that might be bothering her for fear of getting in trouble. We felt that our follo

site to connect with students. The remote services isn't the same. I think the school can support the students sc

; until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

k you!

w up meeting with the principal was handled very poorly. While the letters we received said that the staff would

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

be here to support our daughter during this time, the attitude and comments from the principal did not reflect th

e it is an in-person school to have in-person connections. Please invest in in-person services.

g children from two different schools together will cause conflict and social problems just to name a few things. I

at in any way.

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:09:10	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:14:09	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:00	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 16:30:50	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 17:01:41	Hayward Collegiate	Strongly Disagree/ Totalmente en desacuerdo
4/6/2026 17:35:30	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:16:14	Hayward Collegiate	Agree/ De acuerdo
4/6/2026 18:19:06	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:27:01	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:40:58	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:02:11	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:27:17	Hayward Collegiate	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:08:49	Hayward Collegiate	Agree/ De acuerdo
4/7/2026 13:58:52	Hayward Collegiate	Agree/ De acuerdo
4/8/2026 10:59:12	Hayward Collegiate	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Strongly Agree / Totalmente de acuerdo	Porque es una escuela muy buena, ponen atenc
Agree/ De acuerdo	Porque mi hija a tenido muy buenos resultados
Agree/ De acuerdo	Because my kid loves going to school and learn
Agree/ De acuerdo	Muy buenas escuela y mi hija tiene una excele
Strongly Agree / Totalmente de acuerdo	Apoyando para seguir mejorando..
Agree/ De acuerdo	There needs to be more communication from the
Disagree/ En desacuerdo	Report cards have been incomplete for 1st gra
Strongly Agree / Totalmente de acuerdo	I'm happy with school and the teacher they do a
Strongly Agree / Totalmente de acuerdo	Open communication and transparency with co
Strongly Agree / Totalmente de acuerdo	Everyone at Hayward Collegiate seems very en
Strongly Agree / Totalmente de acuerdo	The school is family oriented.
Strongly Agree / Totalmente de acuerdo	Estoy muy contenta con la experiencia en la es
Agree/ De acuerdo	Resources aren't always available. If it is, it isn
Disagree/ En desacuerdo	For the most part, my child has a great teacher
Disagree/ En desacuerdo	I would like more insight on future staffing for th

Is there anything else you would like to share v How has the current staffing level in your child'

ncion a las necesidades de nuestro estudiantes Muy bien

Si algo que tengo una inquietud es cuando los Bien

ns many things that are hard for me to teach at home

Que sigan adelante y muchas bendiciones pa La maestra es excelente

No

N/A

Not enough credentialed teachers to help teachers without.

an awesome job with education and taking take great. They pay attention to little detail on my c

Thank you for all you do.

I am very grateful for the work everyone does at Hayward Collegiate. I am really thankful to ha

No

scuela. Este es el último año de mi hijo y me siento satisfecha con todo lo que ha aprendido du

School needs more support with staff and fundraiser opportunities.

We are dissatisfied with the new principal as h The case manager is not effective remotely and

Previously apparently there used to be weekly TK classroom does not seem to have a perman

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Todo bien Revisar los baños que uno no tenia pasador

Ninguno Todo muy bien

N/a N/a

Accountability

I think the system they have works great anything that will help on the education of my c

ive met Mohammed during one of his outreach events, that is how we learned about the school

irante su tiempo aquí. Considero que ha recibido una buena educación, se ha desarrollado ace

I believe my child is in the least restrictive envi My child is in special education and is being pu

N/A Adequate staffing to student ratio

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

children and their safety

I and ultimately decided to join the school.

adémicamente y siempre me he sentido tranquila sabiendo que está en un ambiente seguro. T

ished to exit, which we were not given prior notice. The way that they addressed was not satisf

pecific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el facto**

ambién agradezco el apoyo y los recursos que la escuela brinda a las familias. En general, ha sido una experie

actory. Although my child has met the criteria to possibly exit, we felt excluded in that decision and that they did

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

encia muy positiva para nosotros.

In't ask our input beforehand. I feel it is important for the team to ask for family input and also for staff to be on ε

site to connect with students. The remote services isn't the same. I think the school can support the students sc

o much better when the support staff and the case manager/education specialist is on site. It makes sense since

e it is an in-person school to have in-person connections. Please invest in in-person services.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:05:22	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:09:01	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:11:55	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:11:59	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:13:48	Hollister Prep School	Disagree/ En desacuerdo
4/6/2026 16:14:46	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:16:20	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:17:22	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:18:54	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:22:47	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:31:27	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:38:28	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:47:07	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:50:42	Hollister Prep School	Agree/ De acuerdo
4/6/2026 16:57:52	Hollister Prep School	Agree/ De acuerdo
4/6/2026 17:32:15	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:11:41	Hollister Prep School	Agree/ De acuerdo
4/6/2026 18:17:41	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:19:02	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:46:58	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 18:47:37	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 19:05:38	Hollister Prep School	Agree/ De acuerdo
4/6/2026 19:26:35	Hollister Prep School	Agree/ De acuerdo
4/6/2026 20:02:07	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:16:42	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 20:58:50	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 21:03:34	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:25:22	Hollister Prep School	Agree/ De acuerdo

4/6/2026 21:31:17	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:36:30	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:38:21	Hollister Prep School	Agree/ De acuerdo
4/6/2026 21:41:09	Hollister Prep School	Agree/ De acuerdo
4/6/2026 22:43:35	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 22:50:31	Hollister Prep School	Agree/ De acuerdo
4/6/2026 23:08:31	Hollister Prep School	Agree/ De acuerdo
4/7/2026 3:24:44	Hollister Prep School	Agree/ De acuerdo
4/7/2026 5:16:32	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 7:09:38	Hollister Prep School	Agree/ De acuerdo
4/7/2026 8:11:39	Hollister Prep School	Strongly Agree/ Totalmente de acuerdo
4/7/2026 9:41:15	Hollister Prep School	Agree/ De acuerdo
4/7/2026 10:46:51	Hollister Prep School	Agree/ De acuerdo
4/7/2026 14:43:49	Hollister Prep School	Agree/ De acuerdo
4/7/2026 16:20:37	Hollister Prep School	Agree/ De acuerdo
4/8/2026 16:01:14	Hollister Prep School	Agree/ De acuerdo
4/9/2026 14:20:40	Hollister Prep School	Strongly Disagree/ Totalmente en desacuerdo
4/9/2026 19:07:27	Hollister Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Disagree/ En desacuerdo	Strongly Disagree/ Totalmente en desacuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Disagree/ En desacuerdo

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answer

Agree/ De acuerdo	Na
Strongly Agree / Totalmente de acuerdo	Agreed
Agree/ De acuerdo	I believe when my student is struggling, it should
Strongly Agree / Totalmente de acuerdo	I was honest with my answers
Disagree/ En desacuerdo	I believe I have the opportunity to voice my opinion
Agree/ De acuerdo	Because I believe we have capable staff and the
Disagree/ En desacuerdo	I am not happy about middle school moving location
Strongly Agree / Totalmente de acuerdo	My questions or concerns are always answered
Disagree/ En desacuerdo	HPS is only concerned with boosting their test
Agree/ De acuerdo	None
Strongly Agree / Totalmente de acuerdo	Happy with our experience at HPS.
Strongly Agree / Totalmente de acuerdo	Respecto a la pregunta de seguridad me preocup
Agree/ De acuerdo	I feel like a lot of care is taken on the education
Strongly Agree / Totalmente de acuerdo	La ayuda academica y los resultados se demue
Agree/ De acuerdo	Overall, leadership does great including parent
Strongly Agree / Totalmente de acuerdo	Es muy buena escuela
Agree/ De acuerdo	Buena escuela
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	NA
Strongly Agree / Totalmente de acuerdo	I have never had an issue with the school
Strongly Agree / Totalmente de acuerdo	I have seen my sons immensely grow in their a
Agree/ De acuerdo	N/a
Agree/ De acuerdo	I agree
Strongly Agree / Totalmente de acuerdo	NA
Agree/ De acuerdo	My children's teachers communicate regularly
Agree/ De acuerdo	Love the school for my children and academics
Agree/ De acuerdo	Casi Siempre an trabajado con gran esfuerzo
Agree/ De acuerdo	Personally, some situations have happened wh

Strongly Agree / Totalmente de acuerdo	I feel my son has been doing very well at HPS.
Agree/ De acuerdo	Creo que todo está bien, solamente me gustaría
Agree/ De acuerdo	I love the staff that helps my son, the amount o
Agree/ De acuerdo	Their is a lot of bullying happening with no real
Agree/ De acuerdo	Great staff, the class size is a burden for all.
Agree/ De acuerdo	Algunas veces falta poner más atención a los e
Strongly Agree / Totalmente de acuerdo	My child was recently on independent study. M
Agree/ De acuerdo	Porque mi hijo si está agusto estudiando en la
Strongly Agree / Totalmente de acuerdo	Por qué es una escuela con un sistema educat
Agree/ De acuerdo	HPS is a great school!
Strongly Agree / Totalmente de acuerdo	HPS communicates early and often on updates
Agree/ De acuerdo	HPS is a great school with awesome admin, st
Agree/ De acuerdo	Feel that more individualized instruction is need
Agree/ De acuerdo	n/a
Strongly Agree / Totalmente de acuerdo	I feel pretty informed about what's going on at s
Disagree/ En desacuerdo	I feel the amount of individual time spent on tak
Strongly Disagree/ Totalmente en desacuerdo	There has been much worr of mouth about bull
Agree/ De acuerdo	There is always room for improvement

Is there anything else you would like to share v How has the current staffing level in your child?

Na

Good

ould be brought to the parents attention not wait fr no negative impact

I believe going forward that for students need r I think the staffing level in the elementary schoo

I think the kids need enrichment. They sit for tc No

they give all they can do for our children development and give parents the opportunity to be inv

I am not happy about middle school moving loc NA

d promptly and professionally

HPS needs to put more money directly towardç My daughter can access her education becaus

No

cupo que trabajara un maestro con fotos de menores que fue arrestado, y en caso de kindergar

I feel uncomfortable that there isn't a nurse on site.

Perfecto

is. N/A

A tiend3n muy bién a los niños

No mucho

NA NA

NA NA

academics, and they truly enjoy all of the teache We have nothing but praise of the dedication th

NA NA

I would love to see more enrichment or options It seems to be appropriate but I notice a differe

Not ok with detention for elementary kids, I dor Too many kids, need more support regularly fo

Poner más atención en las áreas de recreació N/A

ere they have not responded as they should or as I would like.

No

fa que dieran más seguimiento en incidentes que pasan, mi hija tuvo un incidente en en cual fu

I'm frustrated on the fact that we don't have a permeant location, and the uncertainty of my 5th

Safety concerns regarding the bullying N/a

I wish the school offered music and arts. Esper Not sure

estudiantes.

Ms. Eva, Ms. Ceja, Ms. Santos, Ms. Chase, Mr. Q, and Ms. Cristina were all very understanding

escuela Si es apropiado para los estudiantes

No

None at this time NA

Appreciate the excellent 8th grade teachers an Could use more hand in ensuring needs are m
ded for my children.

n/a

school due to ParentSquare and Thursday folders with newsletters.

There needs to be at minimum, three additiona N/A

I am not seeing bullying prevention programs c N/A not at this time but need more information.

While I like HPS. One thing I complain about every time is the lack of response I get from the t

Assembly Bill 560 emphasizes the 'least restric As the state develops new staffing recommend

Staffing: More teaching assistants, co-teachers The most critical factor for my child is having ac

I believe the school is doing great as is howeve Consistency

I believe the integration of the students that ha Maybe it might be better if you go back to how i

Having enrichment Enrichment

olved in everything that helps our students to accomplish their goals.

Two sgi for each grade I am not happy about middle school moving loc

Adding an aid in each class vs sharing aids Tier system aren't working

rtten una sola maestra no puede estar al pendiente de la seguridad de 31 niños doy mi opinión

N/A N/A

Que aprendan mas sibteblas diferentes necesi Es buena eacuela pero se enfocan mas ennlos

NA NA

NA NA

I am perfectly satisfied of the structure of the te To continue to educate and challenge the stude

NA NA

I have no concerns about my children being in Ensue they have access to regular interventior

N/a N/a

N/A N/A

Smaller class sizes

Smaller class sizes

ue lastimada por otro estudiante y se me avisó cuando pasó, pero ya no supe que fueron las c
1 grader and his middle school years.

Bringing back enrichment and add tutoring

Bringing back enrichment and tutoring

Again the class size and space per student in the current facility is challenging.

g and supportive during this time. They communicated well with us and were very compassionate

Si

NA

NA

Please refer to answers in the first and last que Safer environment, more services/staff (max as

N/A

N/A

Classroom size and more attention and suppor Classroom size can be alot for two teachers an
teachers and how little us parents are kept in the loop on our child's education and progress. W

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

ccess to consistent one-on-one support, speech therapy, and other services such as counseling

it was when we were going to school and special classes separated from traditional class and y

cations. I have a two children at HPS one is a fifth grader so he will be in 6th grade next year. TI

porque yo e ido de voluntaria y es dificil cuidar a muchos niños una sola persona ya que ay niñ

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specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

g. These supports are essential to help my child participate fully and succeed in a general education setting.

you were in a setting with your beer who were in the same situation as you and it was a little bit more of a small

he whole point of choosing HPS was because it was k-8th, if the middle school moves locations it defeats the w

ños demasiado desobedientes, y no les están dando demasiado apoyo a cada niño, como mi hija está batallan

¡orado. Academicamente todo está muy bien.

entry meeting and we feel that she was heard and that her needs were addressed. My child is well supported

at scholars can do and not on what they can't.

with patience and perhaps more understanding instead of alienating the problem. More support to the students with
ation. Nothing that can really help me understand what my child needs to work on in order to not fall behind.

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

ler group might help with the distractions that these children feel in the larger classroom.

whole purpose of why I enrolled my children here which was to have them both at the same school and campus

do mucho con el idioma y yo trabajo mucho con ella desde casa pero no todos los papás tienen ese tiempo pa

l by her teachers and Mr. Harrell. The support staff are also really great there from the crossing guards to Ms. J

who need help just because they learn differently they must be treated respected at all times and not scolded.

until 8th grade. I do not feel my child is safe at another middle school or I would have enrolled them there myself.

para ellos

Anna and Mr. Al, they are all so professional and personable.

self. This is not a long term solution to move them to another location that will soon be too crowded. Plus putting

y children from two different schools together will cause conflict and social problems just to name a few things. I

I am very concerned.

Timestamp	My child attends:	I believe my child is safe and secure on campus
4/6/2026 16:06:39	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 16:09:14	Watsonville Prep School	Strongly Agree/ Totalmente de acuerdo
4/6/2026 16:20:47	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 17:12:14	Watsonville Prep School	Disagree/ En desacuerdo
4/6/2026 17:55:51	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:28:42	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 18:51:10	Watsonville Prep School	Agree/ De acuerdo
4/6/2026 22:21:22	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 0:31:23	Watsonville Prep School	Disagree/ En desacuerdo
4/7/2026 9:43:58	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 16:18:34	Watsonville Prep School	Agree/ De acuerdo
4/7/2026 23:26:03	Watsonville Prep School	Agree/ De acuerdo

I am satisfied with my child's academic results. My school provides resources to support family

Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Disagree/ En desacuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Strongly Agree / Totalmente de acuerdo	Strongly Agree/ Totalmente de acuerdo
Agree/ De acuerdo	Disagree/ En desacuerdo
Strongly Disagree/ Totalmente en desacuerdo	Disagree/ En desacuerdo
Agree/ De acuerdo	Agree/ De acuerdo
Agree/ De acuerdo	Agree/ De acuerdo

I have the opportunity to be engaged and invol Please share information as to why you answe

Disagree/ En desacuerdo	N/a
Strongly Agree / Totalmente de acuerdo	Very satisfied with our school.
Agree/ De acuerdo	Porque estoy de acuerdo con lo que conteste
Strongly Agree / Totalmente de acuerdo	There's no one who answers shark club. I have
Disagree/ En desacuerdo	At Watsonville Prep, parents rarely receive dire
Agree/ De acuerdo	Experience
Agree/ De acuerdo	I believe Watsonville prep school is a wonderfu
Agree/ De acuerdo	Me gusta la Wps por Los Altos grados de los a
Agree/ De acuerdo	No hay mucha ayuda para lo que están pregun
Disagree/ En desacuerdo	During the IEP we were not afforded the prope
Disagree/ En desacuerdo	I would like for students have a 1.1 reading tea
Agree/ De acuerdo	Mi hijo está feliz en el plantel y el personal sier

Is there anything else you would like to share v How has the current staffing level in your child

N/a

No

no

What is the school doing for the students for or I like the staffing level

The after-school program and break camps are While the impact may not yet be evident, it is ir

No

To many teachers changes

il school and support family's with helpful sources inside and out and when it comes to my child

Me gustaría Que à la hora de un problema con los estudiantes Tongan mas atencion

itando

We feel that the school should provide the proç Not having the correct staff definitely impacts o

It is very important for the students to have out N/A

No

Assembly Bill 560 emphasizes the 'least restrict As the state develops new staffing recommend

Yes Steady teacher. S

Que hubiera menos estudiantes, Que tuvieran un patio para cuando salen hacer
1:15 ratio. That's what was advertised when I f His attention span. He needs redirection often.

To feel more confident about my child's inclusi The most critical factor for Navigator to consider

Na NA

d academic they always are on top when he needs help or stay on track.

The staff would benefit from further training. It i That All children have access to sufficient resou

Less students in the classroom so the teachers 1.1 reading teachers

lations, what is the most critical factor you want Navigator to consider regarding your child's spe

r educación física afuera.

This is not doable under 1 teacher

er is ensuring that staffing levels allow for individualized support for students with diverse learnir

urces to fulfill their allocated time and meet the goals outlined in their IEPs. These resources sh

specific needs? / **A medida que el estado desarrolla nuevas recomendaciones de personal, ¿cuál es el factor**

ing needs. This includes maintaining appropriate staff-to-student ratios, access to instructional aides or specialis

ould be well-suited to support their needs!

or más crítico que desea que Navigator considere respecto a las necesidades específicas de su hijo/a?

sts, and ensuring teachers have the capacity to provide small group instruction and targeted interventions when

1 needed. Adequate staffing should also support consistent progress monitoring and collaboration with families

so that students receive the support necessary to succeed in both academic and inclusive classroom settings.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Prep School

CDS Code: 01 10017 0138867

School Year: 2026-27

LEA contact information:

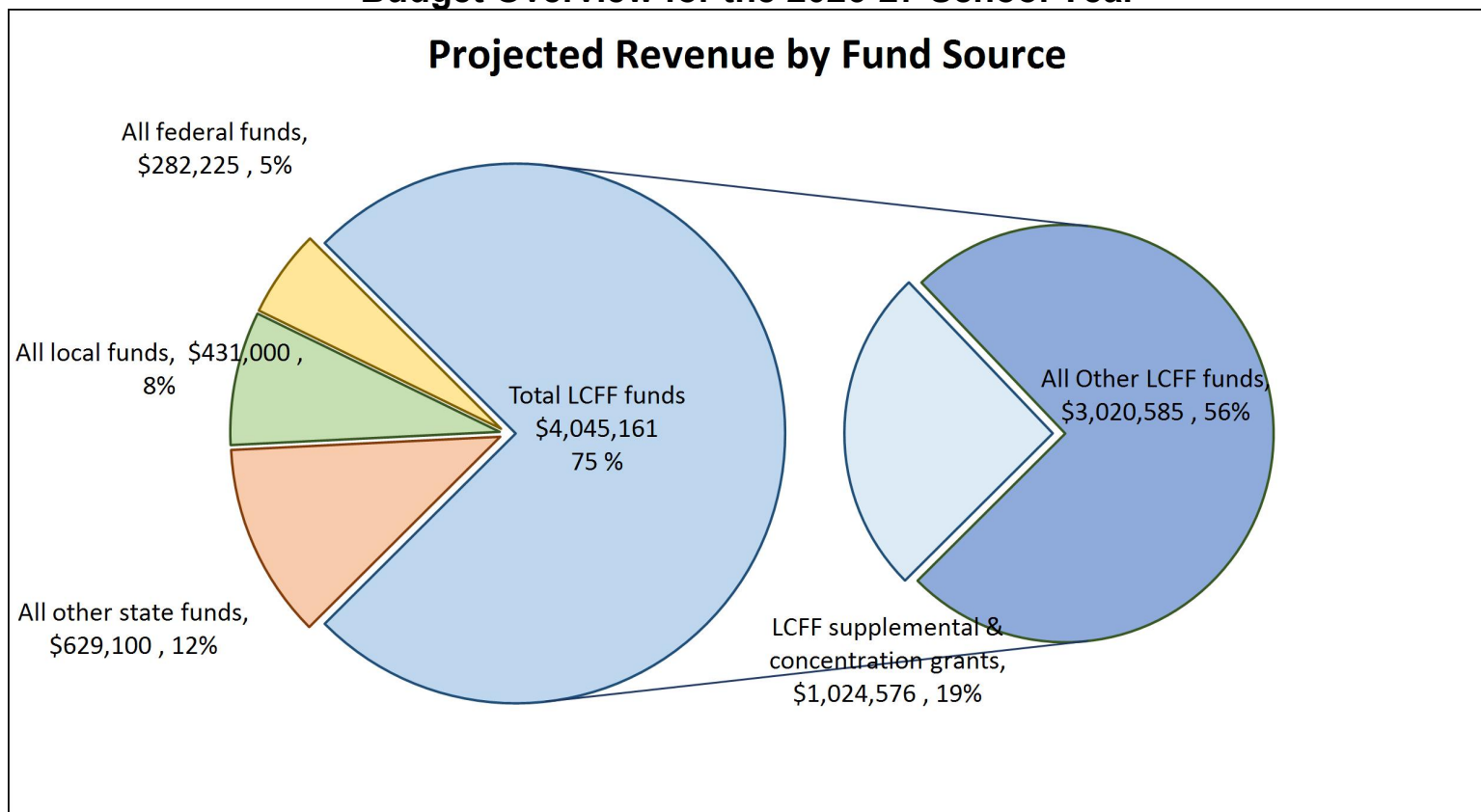
Ami Ortiz

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).

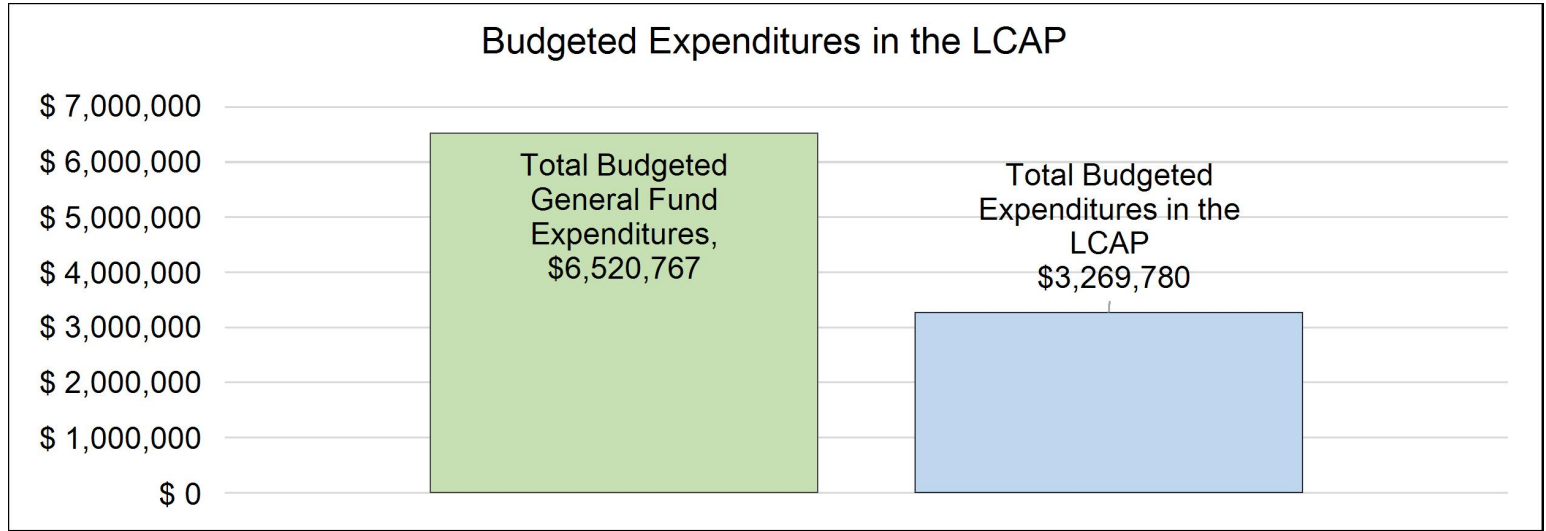
Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Orange Prep School is \$5,387,486, of which \$4045161 is Local Control Funding Formula (LCFF), \$629100 is other state funds, \$431000 is local funds, and \$282225 is federal funds. Of the \$4045161 in LCFF Funds, \$1024576 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 Orange Prep School plans to spend for 2026-27. 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: Orange Prep School plans to spend \$6520767 for the 2026-27 school year. Of that amount, \$3269780 is tied to actions/services in the LCAP and \$3,250,987 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

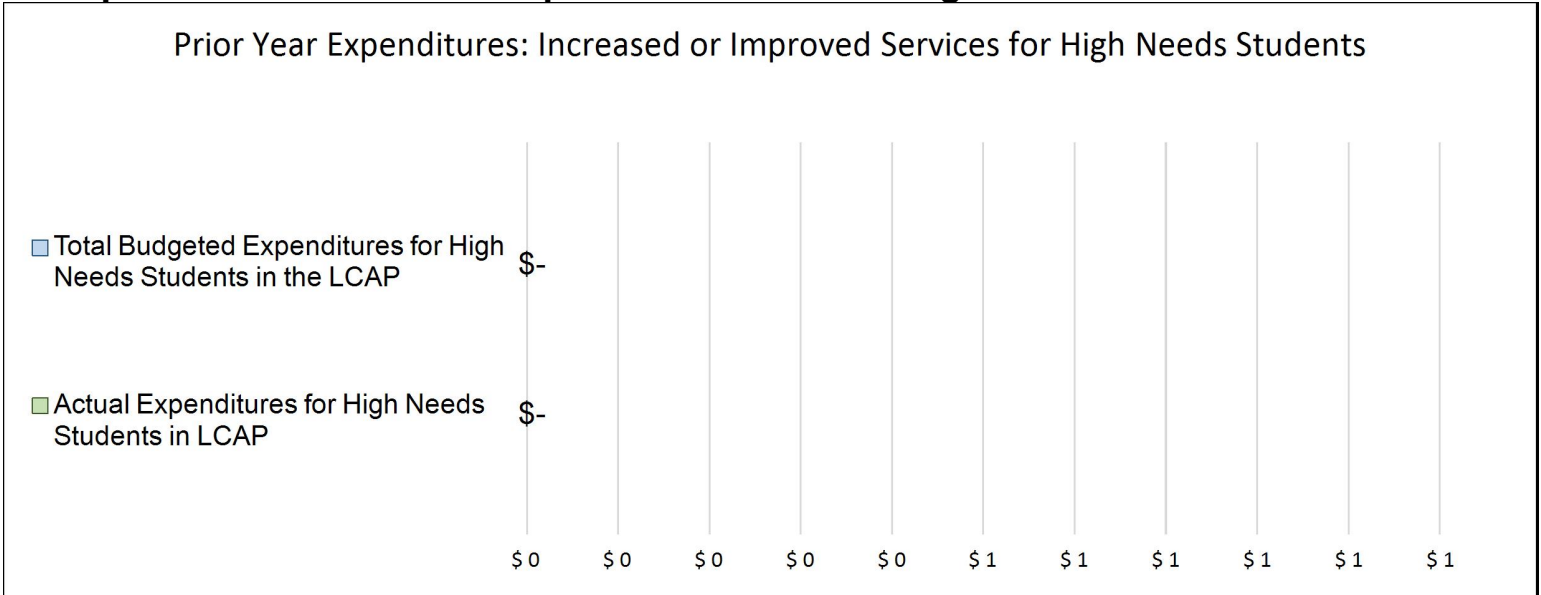
operating expenses, CMO fee, district oversight fee, legal, professional development, audit, etc

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orange Prep School is projecting it will receive \$1024576 based on the enrollment of foster youth, English learner, and low-income students. Orange Prep School must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Prep School plans to spend \$1024576 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2026-27



This chart compares what Orange Prep School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange Prep School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2026-27, Orange Prep School's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Orange Prep School actually spent \$0 for actions to increase or improve services for high needs students in 2026-27.

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
Orange Prep School	Ami Ortiz Director of Compliance & Operations	ami.ortiz@navigatorschools.org 831-217-4881

Plan Summary [2026-27]

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.

OPS 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, 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 OPS, 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 OPS 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 Orange Prep, consultation with the local tribe and labor organizations was not applicable.

OPS 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Orange Prep School 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.

Orange Prep 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.

Orange Prep 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.

Orange Prep 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	
Parents	
Students	

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

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.

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)	Baseline has not been set			All Students: 75.6% English Learners: 63.0% Low Income: 78.3% Hispanic: 72.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups (3rd - 8th grade)	Baseline has not been set			All Students: 72.9% English Learners: 68.0% Low Income: 78.3% Hispanic: 72.6%	
1.3	CAST Science: % Met or Exceeded Standard for all students and all significant subgroups (5th & 8th grade)	Baseline has not been set			All Students: 40% English Learners: 40% Low Income: 40% Hispanic: 40%	
1.4	ELPAC Summative: -% of students improving a level or maintaining Level 4 -EL reclassification rate	Baseline has not been set			% of students improving a level + maintaining Level 4: 70.1% (Source: California State Dashboard, 2023) % students reclassified fluent English proficient: 20%	
1.5	ELA: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	Baseline has not been set			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	ELD: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	Baseline has not been set			100%	
1.7	Math: % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	Baseline has not been set			100%	
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	Baseline has not been set			100% (
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	Baseline has not been set			100%	
1.10	% of students enrolled in a broad course of study	Baseline has not been set			100%	
1.11	Credentialed Teachers: Clear, Out-of-Field, Intern, Ineffective, Incomplete	Baseline has not been set			Clear: 60% of total FTE Out-of-Field: 0% of total FTE Intern: 10% of total FTE Ineffective: 30% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					total FTE Incomplete: 0% of total FTE	
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).	Baseline has not been set			100%	
1.13	Curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	Baseline has not been set			100%	
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	Baseline has not been set			80%	
1.15	Number of instances that classroom teachers receive coaching during the school year	Baseline has not been set			20	

Goal Analysis [2025-26]

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.

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.

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.

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 Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$833,862.00	No

Action #	Title	Description	Total Funds	Contributing
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) 	\$489,040.00	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 	\$100.00	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	\$368,306.00	No
1.5	English learner instruction	<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 	\$184,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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 • 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</p>	\$13,404.00	No

Action #	Title	Description	Total Funds	Contributing
		needs review.		
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 	\$161,655.00	Yes
1.8	Student Supports with LREBG funds	1 small group instructor	\$67,158.00	

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	Baseline has not been set			70% of parents answer a 4 or 5 on 5-point scale	
2.2	Student Survey: % indicating satisfaction with school safety and sense of belonging	Baseline has not been set			94% agree that they felt safe at school, 71% feel proud to belong to HC most or all of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the time (Source: Core SEL Survey, Spring survey)	
2.3	Suspension rate for all students and all numerically significant subgroups	Baseline has not been set			All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% (Source: California Dashboard)	
2.4	Expulsion Rate for all students and all numerically significant subgroups	Baseline has not been set			All Students: 0% English Learner 0% Low Income: 0% Hispanic: 0% (Source: Student Information System)	
2.5	Average Daily Attendance	Baseline has not been set			96% (Source: P-2 report)	
2.6	Chronic Absence Rate for all students and all numerically significant subgroups	Baseline has not been set			All Students: <10% English Learners: <10% Low Income: <10% Hispanic: <10% (Source: California Dashboard)	
2.7	Middle school dropout rate	Baseline has not been set			0% (Source: Student Information System)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	The number of instances where facilities do not meet the "good repair" standard.	Baseline has not been set			0 (Source: Facilities Inspection Tool, Bi-annual Walkthrough)	
2.9	Parent Survey: % indicating child safety and support on campus and % indicating satisfaction with child's academic results	Baseline has not been set			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)	
2.10	Parent Survey: % who feel engaged in decision-making	Baseline has not been set			70% of parents answer a 4 or 5 on 5-point scale (Source: Annual Parent Survey)	

Goal Analysis [2025-26]

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.

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.

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.

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 	\$64,935.00	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 morning huddles for staff and students to foster SEL 	\$2,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Use supplemental social-emotional learning curriculum to guide weekly SEL instruction. 		
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 	\$82,792.00	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) 	\$901,478.00	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 Transportation support on an as-needed basis (based on family needs) 	\$100,107.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1024576	\$

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
2.533%	0.000%	\$0.00	2.533%

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. As we strive to ensure all students are college ready, the wide variety of interventions that we provide aim to address the specific issues a student may face. For example, we may have an EL student who needs attendance support as well as small group reading support. A low-income student in the same grade may have perfect attendance but struggle with reading. For that reason, two</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>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>
<p>1.5</p>	<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
<p>1.7</p>	<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>	<p>Instructional and administrative staff face unique challenges with today’s student populations. All of our instructional staff face work with low income, English learners and foster youth. For this reason, training should be targeted school-wide. This training is personalized and tailored by grade spans as well since students of different ages face unique challenges.</p>	<p>Metrics to Monitor:</p> <ul style="list-style-type: none"> • Goal 1, Metric 15 <p>As we assess our coaching program, monitoring the frequency of coaching sessions for teachers will help us track the feasibility of this action. If we determine that this is not a feasible action to support teacher excellence, we will need to adjust or change this action in future LCAP cycles.</p>
<p>2.3</p>	<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 will 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 will 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
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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

2026-27 Total Planned 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	\$40451061	\$1024576	2.533%	0.000%	2.533%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,202,622.00	\$67,158.00	\$0.00	\$0.00	\$3,269,780.00	\$2,304,244.00	\$965,536.00

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	\$757,051.00	\$76,811.00	\$833,862.00				\$833,862.00	
1	1.2	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$489,040.00	\$0.00	\$489,040.00				\$489,040.00	
1	1.3	Teacher hiring and credentialing	All	No			All Schools	Ongoing	\$0.00	\$100.00	\$100.00				\$100.00	
1	1.4	Supports for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$328,306.00	\$40,000.00	\$368,306.00				\$368,306.00	
1	1.5	English learner instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$184,064.00	\$0.00	\$184,064.00				\$184,064.00	
1	1.6	Professional development	All	No			All Schools	Ongoing	\$0.00	\$13,404.00	\$13,404.00				\$13,404.00	
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	\$161,655.00	\$0.00	\$161,655.00				\$161,655.00	
1	1.8	Student Supports with LREBG funds							\$67,158.00	\$0.00		\$67,158.00			\$67,158.00	
2	2.1	Family engagement in school policies and decision-making	All	No			All Schools	Ongoing	\$62,730.00	\$2,205.00	\$64,935.00				\$64,935.00	
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	\$0.00	\$2,879.00	\$2,879.00				\$2,879.00	

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	2.4	Student activities	All	No			All Schools	Ongoing	\$53,765.00	\$29,027.00	\$82,792.00				\$82,792.00	
2	2.5	Facilities maintenance and health & safety	All	No			All Schools	Ongoing	\$100,368.00	\$801,110.00	\$901,478.00				\$901,478.00	
2	2.6	Chronic absenteeism support	All	No			All Schools	Ongoing	\$100,107.00	\$0.00	\$100,107.00				\$100,107.00	

2026-27 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
\$40451061	\$1024576	2.533%	0.000%	2.533%	\$837,638.00	0.000%	2.071 %	Total:	\$837,638.00
								LEA-wide Total:	\$837,638.00
								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	\$489,040.00	
1	1.5	English learner instruction	Yes	LEA-wide	English Learners	All Schools	\$184,064.00	
1	1.7	Teacher coaching and supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,655.00	
2	2.3	Social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,879.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-aligned personalized instruction	No		
1	1.2	Interventions	Yes		
1	1.3	Teacher hiring and credentialing	No		
1	1.4	Supports for students with disabilities	No		
1	1.5	English learner instruction	Yes		
1	1.6	Professional development	No		
1	1.7	Teacher coaching and supervision	Yes		
2	2.1	Family engagement in school policies and decision-making	No		
2	2.2	Community engagement	No		
2	2.3	Social-emotional learning	Yes		
2	2.4	Student activities	No		

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		
2	2.6	Chronic absenteeism support	No		

2025-26 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)
	\$0.00	\$0.00	\$0.00	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	1.5	English learner instruction	Yes				
1	1.7	Teacher coaching and supervision	Yes				
2	2.3	Social-emotional learning	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - 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